DOCUMENT RESUME

ED 122 045 95 CE 006 888

TITLE	An Analysis of Selected Issues in Adult Education. Final Report. Volume III of III. Two Bibliographies.
INSTITUTION	Kirschner (E.J.) and Associates, Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
PUB DATE	Feb 76
CONTRACT	OEC-0-74-9346
NOTE	151p.; For Volumes I and II, see CE 006 886-887
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	Abstracts; Administration; *Adult Education; *Annotated Bibliographies; Bibliographies; Continuous Learning; Educational Demand; Educational Finance; Educational Needs; Educational Policy; Educational Supply; *Federal Government; Federal Programs; *Government Role; *Literature Reviews; Needs Assessment; Policy; Policy Formation; Program Coordination; State of the Art Reviews

ABSTRACT

The document is an appendix to the final report of an analysis of selected issues in adult education; it comprises an annotated bibliography and a selective bibliography of references consulted in the study. Abstracted are 100 references that mention roles, policies, and/or strategies for Federal involvement in adult education. References directly addressing Federal policy questions include publications by national advisory councils mandated to speak to some form of adult education policy annually. Additional publications cited mention Federal roles while exploring roles for Non-Federal involvement in adult education. The issues addressed are: reconceptualization of adult education; management of Federal adult education programs; and provision of resources to adult education. Some implicit policy trends noted in the references are: consensus that the Federal government should continue support for adult basic and adult secondary education while supporting and encouraging the lifelong learning movement; that current data are inadequate; that educational pluralism must be perpetuated; and that Federal programs need improved management and coordination. The selective bibliography of references consulted in the study includes Federal documents, from Congress, the executive branch, councils and national commissions; expert opinion in publications, unpublished materials, and book reviews; and interest groups, State publications, general literature, and bibliographies consulted. (Author/AJ)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED122045

KIRSCHNER ASSOCIATES, INC.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT

Volume III of III

AN ANALYSIS OF SELECTED ISSUES IN ADULT EDUCATION

TWO BIBLIOGRAPHIES

Contract No. OEC-0-74-9346

Prepared for:

Office of Planning, Budgeting and Evaluation
Office of Education
U.S. Department of Health, Education, and Welfare

February, 1976

Conclusions and recommendations in this report are those of the Contractor and do not necessarily reflect the views of the U.S. Department of Health, Education, and Welfare or any other Agency of the Government.

CE008880

Albuquerque, New Mexico 87106 / 2425 Alamo Avenue, S.E. / (505) 243-1783 Washington, D.C. 20005 / 733 15th Street, N.W. / (202) 638-3423
Chicago, Illinois 60606 / 2 North Riverside Plaza / (312) 454-1364

PART I
ANNOTATED BIBLIOGRAPHY

KIRSCHNER ASSOCIATES, INC.

FEDERAL POLICY OPTIONS IN ADULT EDUCATION

AN ANNOTATED BIBLIOGRAPHY

TABLE OF CONTENTS

	Page
PART I	
ANNOTATED BIBLIOGRAPHY (See pages i-viii for detailed Table of Contents for this Part.)	1
PART II	
A SELECTIVE BIBLIOGRAPHY OF REFERENCES CONSULTED (See page 76 for detailed Table of Contents for this Part.)	75

TABLE OF CONTENTS

Item No.		Page
	Introduction to Annotated Bibliography	1
	Author/Title	
1.	Adult Education Association of the U.S.A. Martin, Tink. "Is 1973 the Year for the First Comprehensive Adult Education Act?"	4
2.	Adult Student Personnel Association, Inc. Clifford, Earl W.; and others, eds. *A Decade of Development: The Best of Ten Years.*	4
3.	American Association of Community and Junior Colleges. Masiko, Peter; and others. "Testimony on Vocational Education for the General Subcommittee on Education, Committee on Education and Labor, U.S. House of Representatives."	4
4.	American Association of School Administrators. "1973 Resolutions."	5
5.	American Bar Association. American Correctional Association. National Association for Public Continuing and Adult Education. *Providing Basic Education for Manpower Program Clients; R&D Guideposts.*	6
6.	American Council on Education. Bailey, Stephen K. *American Higher Education: Problems, Prospects and Proposals.*	6
7.	American Council on Education. Committee on the Financing of Higher Education for Adults Students. *Financing Part-time Students: The New Majority in Postsecondary Education.*	7
8.	American, Federation of Teachers, AFL-CIO. Bhaerman, Bob. "Informational Background Paper on 'Educare' Issues."	8
9.	Berg, Ivar. *Education and Jobs: The Great Training Robbery.*	8
10.	Berke, Joel S. and Kirst, Michael W. *Federal Aid to Education: Who Benefits? Who Governs?*	9
11.	Cabinet Committee on Opportunities for Spanish Speaking People. *Review: National Coordination of Migrant Program.*	10

		Page
12.	Carnegie Commission on Higher Education. *Toward a Learning Society: Alternative Channels to Life, Work and Service.*	11
13.	Chamber of Commerce of the United States. "Education Policies."	11
14.	Christoffel, Pamela and Rice, Lois. *Federal Policy Issues and Data Needs in Postsecondary Education: Final Report to the National Center for Education Statistics.*	12
15.	Commission on Non-Traditional Study: Samuel B. Gould, Chairman. *Diversity by Design.*	13
16.	Coolican, Patricia M. "Self-Planned Learning: Implications for the Future of Adult Education."	13
17.	Crabtree, Arthur P. "The Strengths and Weaknesses of the ABE Program."	14
18.	Darkenwald, Gordon G.; Beder, Harold W.; and Adelman, Alice K. *Planning for Innovation in Adult Basic Education. V. II. Problems of Dissemination and Use of Innovations in Adult Basic Education.*	15
19.	DeWitt, Laurence; Clark, Louis; and Ward, Dwayne. *A Quantitative Analysis of Adult Part-Time Learners.*	16
20.	Drucker, P.F. *The Age of Discontinuity.*	17
21.	Eyster, George W. and Hayes, Anne. *Adoption of ABE Innovation Model: A Position Paper on a Center for Resource Utilization in Adult Education.*	17
22.	Fay, Francis A. "Adult Education and Public Policy."	18
23.	General Electric Company. *Analysis of Seven Special Projects in Adult Basic Education.*	18
24.	Glenny, Lyman A. "The 1960's in Reverse."	19
25.	Glenny, Lyman A.; and others. *A Survey of Research and Perspectives on National Planning for Higher Education.*	19

		Page
26.	Greenleigh Associates, Inc. *Inventory of Federally Supported Adult Education Programs.*	20
27.	Griffith, William S.; Cunningham, Phyllis M.; Cookson, Peter S.; and Washtien, Joseph L. *Public Policy in Financing Basic Education for Adults.*	21
28.	Havrilesky, C. "The Assumptions and Implications of Federal Adult Education Legislation."	22
29.	Hesburgh, Theodore; Miller, Paul A.; and Wharton, Clifton R., Jr. *Patterns for Lifelong Learning.*	22
30.	Illich, Ivan. *Deschooling Society.*	24
31.	Kent, William P.; and others. *Job-Related Adult Basic Education.*	24
32.	King, Gordon A. and Regan, Timothy F. *Systems for Inter-Agency Coordination in Adult Education.*	25
33.	Kohl, John W. "The Viability of the Development Council: A Voluntary Educational Change Agency."	26
34.	Knowles, M.S. *Higher Adult Education in the United States.*	26
35.	Liveright, A.A. *Study of Adult Education in the United States.*	27
36.	McClellan, James E. "Policy, Educational."	27
37.	Management Technology, Inc. *A Comprehensive Plan for Solution of the Functionally Illiterate Problem.*	28
38.	Mead, Margaret. "A Redefinition of Education."	28
39.	Mezirow, Jack and Irish, Gladys. *Planning for Innovation in Adult Education.* V. 1. *Priorities for Experimentation and Development in Adult Basic Education.*	29
40.	Molinaro, Leo. "Policy Considerations for Continuing Education in the Next Decade."	30

		Page
41.	Moses, S. *The Learning Force: A More Comprehensive Framework for Educational Policy.*	30
42.	Mushkin, Selma J. "Resource Requirements and Educational Obsolescence."	31
43.	National Advisory Committee on Handicapped Children. *Basic Education Rights for the Handicapped, 1973 Annual Report.*	32
44.	National Advisory Committee on Handicapped Children. *Third Annual Report, 1970.*	32
45.	National Advisory Council on Adult Education. *Annual Report.* (1972)	33
46.	National Advisory Council on Adult Education. *Annual Report.* (1973)	33
47.	National Advisory Council on Adult Education. *Annual Report.* (1974)	34
48.	National Advisory Council on Adult Education. *Career Education.*	34
49.	National Advisory Council on Adult Education. *Federal Activities in Support of Adult Education.*	34
50.	National Advisory Council on Adult Education. "National Clearinghouse on Adult Education: A Position Paper."	36
51.	National Advisory Council on Adult Education. *A Target Population in Adult Education.*	37
52.	National Advisory Council on Adult Education. "1975 Recommendations."	38
53.	National Advisory Council on Education Professions Development. *Staffing the Learning Society: Recommendations for Legislation.*	38
54.	National Advisory Council on Extension and Continuing Education. *Equity of Access: Continuing Education and the Part-Time Student.*	39

		Page
55.	National Advisory Council on Extension and Continuing Education. *The Importance of Service: Federal Support for Continuing Education.*	40
56.	National Advisory Council on Extension and Continuing Education. *A Measure of Success: Federal Support for Continuing Education.*	41
57.	National Advisory Council on Extension and Continuing Education. *Sixth Annual Report.*	42
58.	National Advisory Council on Vocational Education. *Indian Education: A Special Report.*	43
59.	National Commission on the Financing of Postsecondary Education. *Financing Postsecondary Education in the United States.*	43
60.	New Jersey State Department of Education. "Adult and Continuing Education: A Report Presented by the Project Next Step Planning Team."	44
61.	New York State Education Department. Study of Adult Education. Kurland, Norman D., Director. "Financing Life-Long Learning: An Approach to an Age-Neutral Educational Entitlement."	45
62.	Newman, Frank; and others. *National Policy and Higher Education.*	46
63.	Northcutt, Norvell; and others. "Adult Functional Competency: A Summary."	47
64.	Northcutt, Norvell; and others. "Functional Literacy for Adults: A Status Report of the Adult Performance Level Study."	48
65.	Ohliger, John and McCarthy, Colleen, eds. *Lifelong Learning or Lifelong Schooling? A Tentative View of the Ideas of Ivan Illich with a Quotational Bibliography.*	49
66.	O'Toole, James. "The Reserve Army of the Underemployed. II. The Role of Education."	50

		Page
67.	Pascal, Anthony H.; and others. *An Evaluation of Policy Related Research on Programs for Mid-Life Career Direction.*	50
68.	"Recurrent Education: Constructing an Alternative."	51
69.	Rivera, William. " 'Futures': A New and Needed Literature for National and International Planning in Continuing Education."	51
70.	Roomkin, Myron. "Evaluating Basic Education Programs for Adults: Some Conceptual and Methodological Problems."	51
71.	Scholes, Gene W.; and others. "Financial Assistance for Adult Education Programs--Adult Basic Education, Federal Register."	52
72.	Stanford Research Institute. "Issue Alert: Potential Convergence of Educational Institutions and the Private Sector in the Educational Process."	52
73.	Stanford Research Institute. Educational Policy Research Center. *Alternative Futures and Educational Policy.*	53
74.	Steele, Sara M. *Cost-Benefit Analysis and the Adult Educator.*	53
75.	Stein, Bruno and Miller, S.M. "Recurrent Education: An Alternative System."	54
76.	Striner, Herbert E. *Continuing Education as a National Capital Investment.*	54
77.	Thomas, J. Alan and Griffith, William S. *Adult and Continuing Education.*	55
78.	Ulmer, Curtis. "Remediation as a Lifelong Learning Activity."	55
79.	UNESCO. *Third International Conference on Adult Education: Final Report.*	56

		Page
80.	U.S Department of Commerce. Office of Minority Business Enterprise. *Report of the Task Force on Education and Training for Minority Business Enterprise.*	57
81.	U.S. Congress. General Accounting Office. *The Adult Basic Education Program: Progress in Reducing Illiteracy and Improvements Needed.*	60
82.	U.S. Congress. House of Representatives. Committee on Education and Labor. *Elementary and Secondary Education Amendments of 1973, Hearings.*	61
83.	U.S. Congress. House of Representatives. Select Committee on Equal Educational Opportunity. *The Effects of Dropping Out.*	61
84.	U.S. Congress. Library of Congress. Quattlebaum, Charles. *Federal Educational Policies, Programs and Proposals.*	62
85.	U.S. Department of Health, Education and Welfare. *Work in America.*	63
86.	U.S. Department of Health, Education and Welfare. National Institute of Education. Education and Work Group. Rieder, Corrinne, Associate Director. "Adult Education in the National Institute of Education."	64
87.	U.S. Department of Health, Education and Welfare. National Institute of Education. Levitin, Teresa. "Plans for Fiscal Year 1972--Adult Career Education. A Draft Report."	65
88.	U.S. Department of Health, Education and Welfare. National Institute of Education. Mushkin, Selma J., ed. *Recurrent Education.*	66
89.	U.S. Department of Health, Education and Welfare. U.S. Office of Education. *An Introduction to Career Education: A Policy Paper.*	66
90.	U.S. Department of Health, Education and Welfare. U.S. Office of Education. *Perspectives of Adult Education in the U.S.*	67

		Page
91.	Vermilye, Dyckman W., ed. *The Expanded Campus: Current Issues in Higher Education 1972.*	69
92.	Wohlferd, Gerald H. "Cost Analysis in Education."	69
93.	Xerox Corporation. *Federally-Funded ABE Programs*	69
94.	Youn, Ted I.K. "A Review and Analysis of Major Recurrent Education Proposals and Related Public Policy Issues."	70
95.	Ziegler, Warren L. *An Approach to the Futures--Perspectives in American Education.*	71
96.	Ziegler, Warren L; and others. "Draft Amendments to the Adult Education Act of 1966 and a Draft Proposal for New Legislation."	71
97.	Ziegler, Warren L. *Essays on the Future of Continuing Education Worldwide.*	72
98.	Ziegler, Warren L. "On Civic Literacy."	72
99.	Ziegler, W.L. "Recurrent Education: A Model for the Future of Adult Education and Learning in the United States."	73
100.	Ziegler, Warren. "Towards a Perspective on the Future of Adult Education in the United States."	74

INTRODUCTION TO ANNOTATED BIBLIOGRAPHY

Introduction

Today, members of governments, educational institutions and interest groups--as well as participants in adult education activities--are engaged in a strong and active dialogue about the direction in which adults education should move in the future.

The debate seems to involve a limited number of persons, however, when the subject is the role of the U.S. Government in adult education. This breadth of scope is broached by a few hundred publications, speeches, and background papers in the last ten years.

In number far outweighing the publications that address federal policy issues are the myriad of "how to" references--those that delineate methods and materials for teaching certain adult target groups; that describe current state, local or foreign programs for adults; and that evaluate the outcomes of projects and procedures. These pragmatic approaches are certainly important to adult education. But the time seems quite propitious for standing back and looking at current and future *national* policy contexts for them.

This bibliography abstracts a sample of 100 references that mention roles, policies, and/or strategies for federal involvement in adult education. Annotations are as standard as possible given that some references discuss federal policy tangentially and expressively while others develop policy alternatives haead on and purposefully.

Representative of the group of annotated references directly addressing federal policy questions are publications by national advisory councils that are mandated to speak to some form of adult education policy on an annual basis. For example, under Section 311 of the Adult Education Act (Title III, PL 89-750 as amended),

the National Advisory Council on Adult Education is instructed as follows:

> The Council shall advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans...and policies to eliminate duplication, and to effectuate the coordination of programs under this title and other programs offering adult education activities and services.
>
> The Council shall review the administration and effectiveness of programs under this title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations.

Annotated entries for these advisory councils are numbered items 43-59.

In addition, several publications cited in this bibliography have mentioned federal roles while exploring possible roles for specific state government or other non-federal involvement in adult education. These serve as examples: (1) New Jersey State Department of Education, "Adult and Continuing Education...Stage 1. Issue Identification" (Item 60); (2) New York State Education Department, Study of Adult Education, Norman D. Kurland, Director, "Financing Lifelong Learning: Proposal for and Age-Neutral Educational Entitlement Program" (Item 61); and (3) Chamber of Commerce of the United States, "Education Policies" (Item 13).

All of the references annotated in the bibliography have addressed one or more of these policy issues in adult education: (1) reconceptualization of adult education (along the lines of lifelong learning); (2) management of federal adult education programs; and (3) provision of resources to adult education (in the form of curricula; aid to students and institutions; basic research and innovation, model projects; dissemination of research and other materials; and technical assistance).

General Comments

The policy trends implicit in these references are discussed elsewhere (see An Analysis of Selected Issues in Adult Education, Final Report, Volume I, Chapter X); but a few general comments are appropriate here. First, there is a consensus that the federal government should not only continue its support for adult basic and adult secondary education but also support and encourage the lifelong learning movement. Second, these authors seem to agree that current data on participation, needs and other aspects of adult education are inadequate for making solid policy decisions; they ask repeatedly for further federal data collection. Third, there is general agreement that federal adult education policies must take into account and perpetuate the pluralism of the nation's education systems and the variety of adult education activities that help provide learning situations for the numerous adults seeking and/or needing some form of adult education. Fourth, many address the need for improved management of federal adult education programs, often calling attention to the need for increased coordination of all of the hundreds of federal programs related in any way to the education of adults. These are just a few of the common threads that readers will find for themselves in the following annotations.

1. Adult Education Association of the U.S.A. Martin, Tink. "Is 1973 the Year for the First Comprehensive Adult Education Act? Is 1973 the Year for Adult Education Revenue Sharing?" *Adult Leadership*, V. 21, No. 4 (October 1972), pp. 135-137).

   Suggests standard questions that can be applied to any analysis of legislation being proposed in the field of adult education. Includes these policy questions: "Is the legislation designed primarily for adult learners; is it simple to administer; does it provide for built-in feedback, evaluation, and revision systems; does it have sufficient flexibility to meet local area, and regional needs as well as those of particular subgroups; and is it concerned with people and their learning needs rather than with 'problems' or with specific agencies and institutions"?

2. Adult Student Personnel Association, Inc. Clifford, Earl W.; and others, eds. *A Decade of Development: The Best of Ten Years. An Anniversary Publication of Selected Papers.* Adult Student Personnel Association, 1973.

   Contains papers addressing future policy issues concerning adult part-time students. Includes these articles: "Financial Aid for Evening Students;" "The Programming and Counseling of Adult Transfer Students;" "Research Projects and Current Ideas for Student Personnel Workers in Adult and Evening Education;" "Needed-New Forms of Services to Adult Students;" and several other papers.

   Through the paper addressing the financing of evening students, supports provision of federal aid to adult part-time students. Offers the strategy of making National Defense Education Act loans (and other federal financial aid packages) accessible to these students "on a proportionate basis to full-time students." Also supports the establishment of a "loan insurance program operated and administered by USOE in order to facilitate commercial borrowing by all students at low interest rates and long-term installment repayment."

3. American Association of Community and Junior Colleges. Masiko, Peter; and others. "Testimony on Vocational Education for the General Subcommittee on Education, Committee on Education and Labor, U.S. House of Representatives." Washington, D.C.: American Association of Community and Junior Colleges, August 1974.

   Speaks on behalf of adult vocational or occupational education at the postsecondary education level.

Advocates federal involvement in ensuring that all citizens are provided a broad range of services "which are necessary for the creation and operation of readily available, high quality, future oriented occupational and development opportunities."

Offers these rationales for such a policy position: training beyond high school is needed for ever-increasing percentages of available jobs for entry and upward mobility; declining birthrates; decreasing percentages of the population under 18; increasing occupational changes in one's lifetime; and special occupational needs of younger and retired persons, vigorous old persons, and adult women.

Suggests this strategy for implementing the recommended policy--provide authorizations that meet current needs for these kinds of training: paraprofessionals for new human services careers; upgrading of personnel employed with agencies and private organizations working with offender rehabilitation, handicapped persons and the elderly; retraining of workers who are displaced from their careers due to retirement policies or technological change; technical manpower for energy resource research and production; provision of occupational and vocational education programs and services to persons in correctional institutions; training to strengthen employees of local government; technical training to serve the manpower needs of industries undergoing rapid technological change and/or growth; short term preparation of personnel required to implement state and federal standards pertaining to industrial and transportation safety, environmental regulation, consumer protection, and related priorities; and training and related instruction to volunteers engaged in public protection and energy services (e.g., firemen).

4. American Association of School Administrators. "1973 Resolutions." Arlington, Va.: AASA, n.d.

A sample of the kind of statements in support of adult and continuing education emanating periodically from interest groups that otherwise do not necessarily focus on the education of adults.

Resolves: (1) "that the federal government fund local school districts to offer all Americans, regardless of location, adult continuing education that is appropriate to their vocational needs;" (2) "that opportunities be planned for a learner to move

from the school into the world of work, and back to school, throughout life;" and (3) "that programs of adult and continuing education--natural continuations of the regular school program--be placed under the administration of public school systems and under the direction of a full-time adult education director." Also resolves: (4) "that adult education programs in local school districts should qualify for federal assistance as is now true at the college level;" (5) "that materials and methods used to educate adults be appropriate to their age and maturity; and (6) "that teachers receive inservice training for working with adults."

5. American Bar Association. American Correctional Association. National Association for Public Continuing and Adult Education. *Providing Basic Education for Manpower Program Clients; R&D Guideposts.* Correctional Educators Monograph Series, No. 2. Washington,D.C.: Clearinghouse for Offender Literacy Programs, August 1974.

A recap of ten year's research (1963-1973) sponsored by the U.S. Department of Labor, through grants, regarding "the importance of basic education and literacy skills to job and vocational preparation."

Provides legislative background for the relationship between ABE and occupational training programs.

Emphasizes "the critical need for improving academic skills of many individuals whom...legislative acts were designed to serve by helping them toward economic independence and satisfying working lives."

Recommends further research "to document the teaching techniques, materials, and environments that work best for particular kinds of clients." Specifically recommends: (1) "controlled experiments identifying the techniques, materials, and time-periods to produce specified results with a given clientele;" (2) development of "refined, criterion-referenced diagnostic tests, especially of reading ability" and other areas of tests; and (3) determination of "the relative costs of various delivery systems" of ABE in manpower programs.

6. American Council on Education. Bailey, Stephen K. *American Higher Education: Problems, Prospects and Proposals.* Washington, D.C.: American Council on Education Policy Analysis Service, November 1974.

Addresses among other issues the question of adult, part-time participants in postsecondary-level education and adult continuing education.

Argues on behalf of government involvement--along with states, educational institutions, and others--in providing equity of educational opportunity for all citizens and in initiating "a new program of continuing educational services for adults who have left formal education settings to enter the labor market and who wish to improve their employment opportunities both in terms of income and career satisfaction."

Offers a funding strategy for implementing this kind of federal role: suggests increased funding for higher education to impact access. Takes the position that "part of the sums to be expended by the federal government on an emergency basis for unemployment compensation and make-work schemes can be more efficiently spent for cooperative-education work-study, grant, and loan programs for part-time as well as full-time students."

7. American Council on Education. Committee on the Financing of Higher Education for Adult Students. *Financing Part-time Students: The New Majority in Postsecondary Education.* Washington, D.C.: American Council on Education, 1974.

Examines the characteristics of the new majority of enrollees at postsecondary educational institutions--part-time students, 43% of whom are 22 years old or over (1970 data).

Argues that distinctions can and should no longer be maintained between part-time and full-time students, and between "students" and "adult students".

Challenges current discriminatory financing patterns and delivery systems now favoring full-time students.

Recommends that the federal government, among others, "include part-time students in public and private institutional support programs at the same level as for comparable full-time students on a full-time equivalency basis and in student aid programs on a proportionate student load basis."

Also recommends that the federal government among others, "support the development and renewal of the country's human capital through lifelong continuing education as a primary educational goal."

8. American Federation of Teachers, AFL-CIO. Bhaerman, Bob. "Informational Background Paper on 'Educare' Issues." Mimeographed draft. Washington, D.C.: American Federation of Teachers, 1974.

Summarizes a strategy for meeting a current national problem--that of "teacher underutilization rather than oversupply." Directs this strategy, called "educare," toward helping to meet three long-enduring needs: universal early childhood education; continuing, lifelong education; and adequate teacher training. Advocates further expansion of public schools to implement this strategy.

Analyzes the current status of universal childhood education; continuing, lifelong education, and teacher training. Regarding continuing, lifelong education, identifies several issues and takes stands: (1) supports the UNESCO concept of lifelong learning which emphasizes not only remediation but also personal development and professional advancement; (2) places priority on the concept of "second chance" education for school dropouts; (3) stresses the importance of professionalization; (4) calls for studies of how to deal with standards for entrance and exit, for evaluating previous educational experiences, and for granting credit for programs; and (5) argues that "programs should not be conceived in isolation from the rest of education."

A companion piece: Albert Shanker, Speech before the National Press Club, Washington, D.C., September 24, 1974, which discusses the possibility of a program of lifelong education, especially supported by a G.I. Bill for all. Names it "the right of every worker within our society--maybe at the end of every seven years--to enjoy a sabbatical...to leave the workplace and go back and improve his skills in education." Expand this right of the worker to the right of all American citizens. Terms the concept "educare of the mind" like medicare for the body.

Believes that the costs of an educare plan could be recovered. Calls attention to current remedial services that might be less in demand if lifelong education were more available: "Billions of dollars [are now expended for] unemployment insurance, Medicaid, food stamps, welfare costs--over $25 billion in the federal budget..."

9. Berg, Ivar. *Education and Jobs: The Great Training Robbery.* Boston: Beacon Press, 1971.

With policy implications for those viewing education as a key to the nation's economic development and productivity, arrays data demonstrating that the critical determinants of success on a job are not education but other personel characteristics and environmental conditions.

Argues that "analyses which examine the benefits of education tend to consider only income and related returns and to define costs in narrow terms." Provides an overview of approach: "To broaden the concept of costs and returns and to give a fuller picture than can be drawn with the economist's mathematical reconstructions, it is necessary to back away from data on earnings and consider other aspects of employee performance, including productivity."

Calls attention to the limited availability of data to support the current widely held belief that "jobs have changed in such a way that they require workers with higher education achievements than were required of workers who performed similar jobs in an earlier time period." Neither businesses nor others appear to collect data indicating "the ways in which 'better-educated' workers prove to be superior to those with less formal education."

Concludes that: (1) the nation's education investment should be redirected to improve primary and secondary public education to assure that all Americans "reach adult life with twelve years of quality training and education;" (2) educational opportunities should be readily available to give a second chance, through adult education, to those who want more education; and (3) the current-credential-making function of American higher education serves as a barrier (through admissions policies, etc.) to the disadvantaged student.

10. Berke, Joel S. and Kirst, Michael W. *Federal Aid to Education: Who Benefits? Who Governs?* Lexington, Mass.: D.C. Heath and Company, 1972.

Focuses on federal aid to public elementary and secondary schools, but of interest to those working in other areas of educational financing policy. Identifies critical gaps in currently available information vital to the formulation of sound educational financing policies.

Selects two problems as causes of the information gap: (1) "data remain scattered among and within major federal agencies...as well as among state and local education agencies," so that policy makers do not have access to enough aggregate data on federal expenditures; and (2) there is a widespread tendency on the part of education administrators to isolate educational matters from other areas of governance, whereas policy makers must view education as just one of a number of claimants for public support.

Recommends that "federal education policies and regulations should be flexible enough to adjust to a variety of state practices." "In addition to categorial aid programs, new federal aid programs should be designed to serve as a lever to change the course of state policy"; e.g., "the Federal government might require that states engage in some form of comprehensive planning or priority setting as they sought to meet the educational needs of their citizens".

Also discusses intergovernmental relations, recommending that certain elements should be included in comprehensive state planning for federal aid: "an assessment of state needs; establishment of statewide priorities based on the needs assessment; the coordination of various categorical federal programs to develop critical mass; the targeting of unified federal funds to the state priority areas (e.g., central cities and migrants); focus and reinforcement of federal aid by linking it to changes in state aid based on the state priorities; and institution of a process of control and monitoring."

11. Cabinet Committee on Opportunities for Spanish Speaking People. *Review: National Coordination of Migrant Program.* Washington, D.C.: Cabinet Committee on Opportunities for Spanish Speaking People, n.d.

Identifies "the problem of providing comprehensive services to migrant farmworkers" and lists fifteen federal programs for migrants.

Suggests two strategy options for coordinating the activities of the federal government in this area. Option I describes the possible establishment of a Special Office for Migrant and Ex-Migrant Affairs which would "monitor all federal migrant programs" and "direct or reallocate resources which prove less than maximally effective." Option 2 involves the possible establishment of a National Migrant Council under the President with the duties of developing "an integrated strategy on migrant problems based on comprehensive studies of the basic social and economic problems;" the recommendation of needed legislation; the development of plans for agencies interacting "to increase the efficiency in delivery of services by reducing the duplication that presently exists;" and others.

12. Carnegie Commission on Higher Education. *Toward a Learning Society: Alternative Channels to Life, Work and Service.* New York: McGraw-Hill Company, 1973.

Presents a concept of lifelong learning/recurrent education in postsecondary educational institutions. Divides "recurrent education" into three categories: general education, vocational, and professional.

Looks into the funding of lifelong learning; the planning and coordination of lifelong learning; and the attendant needs for change in crediting student achievements, certifying achievement and performance, and providing counseling.

Explores educational offerings for adult and part-time students in colleges and universities as well as in alternative institutions (private specialty schools, elementary and secondary schools, business and industry apprenticeship programs, libraries and museums, and prisons).

Recommends that the federal government, among others, should (1) provide recurrent education "opportunities for persons to render public service [such as the Peace Corps and VISTA] and earn financial benefits toward education;" (2) play a role in "collection and dissemination of information on all forms of postsecondary education;" and (3) encourage linkages (such as service agreements) "between postsecondary educational institutions and industry for the development of skill-training" and other recurrent education programs.

13. Chamber of Commerce of the United States. "Education Policies." Washington, D.C.: Chamber of Commerce, 1971.

A sample of industry-related comments on the education of adults. Declares that "education should be a continuing process throughout life" and that "formal school education should offer a selection of opportunities that is responsive to individual differences, the diverse needs of a society, and the constantly changing requirements of the economy."

Further declares that "programs must be developed to provide easy access to education throughout a person's life, with adequate attention to non-institutionalized learning."

Argues for limited federal involvement in education along these lines: "the federal government should devote its primary emphasis to those problems that transcend the authority and jurisdiction, or resources of state and local governments. In all other cases,

primary responsibility for financing education should be left to local and state governments."

14. Christoffel, Pamela and Rice, Lois. *Federal Policy Issues and Data Needs in Postsecondary Education: Final Report to the National Center for Education Statistics.* Washington, D.C.: Government Printing Office, 1975.

Delineates the major policy issues in federally supported postsecondary education programs and identifies specific categories of postsecondary education data needed at the federal level to address these issues.

Covers such topics as postsecondary education programs at the federal level; federal policy issues; federal data needs; and a suggested role for NCES in postsecondary education.

Lists recurrent education as one category of federal policy issues: "If support for recurrent education for adults is adopted as a national goal, ...the budget implications would be substantial," for implementation of this new concept almost certainly involves new kinds of funding strategies.

Further elaborates on this issue: "As technological change calls for more retraining of individuals during their working lives, federal policy makers must decide upon the federal role in sponsoring such retraining activities. The problem is broad and the policy issues are complex. Lifetime education is a new challenge to federal planners concerned with education, the economy, and the general welfare."

Recommends that NCES help gatner data relevant to policy making in this, among other, major policy areas. These data should encompass characteristics of participants and barriers to participation; information on how adults of all ages learn; institutional support of recurrent education; retraining programs for adults and current demand for such programs; and imaginative and innovative approaches to recurrent education now operating.

15. Commission on Non-Traditional Study. Samuel B. Gould, Chairman. *Diversity by Design*. San Francisco: Jossey-Bass Publishers, 1973.

Directs discussion to Members of Congress, state legislators, members of foundation boards, and other policy makers.

Describes adult education in three stages: basic studies, continuing education, and recurrent education. "In basic studies, the adult completes a learning program which is normally undertaken in youth: a firm grounding in some area of knowledge, a basic occupational credential, or an external degree are examples. In continuing education the already formally educated person uses his disciplined abilities constantly to develop his personal, social, or occupational potential by acquiring new skills and knowledge as well as heightened sensitivity." In recurrent education, "adults set aside periods in their lives to engage in full-time study."

Estimates that the third stage--recurrent education--will expand greatly in the next few years: "Partly as a result of social change and partly because of the new interests and needs which individuals encounter as they grow older, it is necessary to lengthen the learning period so that it encompasses not merely the early years of childhood and youth but the whole span of life."

Includes sections on external degrees; faculty involvement; educational technology; new structures; new evaluative tools; college and community cooperation; and financing students.

Recommends that policy makers provide more financial aid for recurrent education and cooperate with the movement toward emphasizing the recurrent education of the adult education movement.

16. Coolican, Patricia M. "Self-Planned Learning: Implications for the Future of Adult Education." Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, 1974.

Reviews the literature on the self-learner. States that available research indicates that almost 70 percent of adult education learning activities have been self-planned and undertaken outside educational institutions.

Concludes that adult educators can no longer ignore this vast segment of learning activity and that, according to research findings, self-planned learners need and want help with their learning.

Suggests the need for further research for developing appropriate policies:

> "There is a need for future studies to be directed to additional areas of self-planned learning. These studies should focus on the major questions and issues rather than on questions whether the extent of learning activity reported is a conservative estimate or whether learning projects extend over a two, three, or longer period of years.
>
> Instead of focusing only on the difference in degree of participation between various groups, there also needs to be a major focus on questions related to differences within groups. Why is it that some adults conduct a large number of deliberate learning projects, and spend hundreds of hours doing so? Why is it that others make so little effort to learn?"

Other needed research includes: (1) studies measuring changes in knowledge, skill, or attitudes of learners, allowing comparisons with other learning projects (self-planned, group-planned, individual-planned, or material resource-planned); (2) studies examining why learners "rely to such a large degree on intimates (friends, neighbors, relatives) and printed materials as resources" and do not to any large extent rely on adult education institutions. Advocates the utility of an interview technique that asks adults about their self-planned learning experiences over the last year--to assess their learning needs; to serve as a counseling tool to uncover learning interests (what an adult would have liked to learn and what obstacles prevented this); and to serve to strengthen people's understanding of planning their own learning activities.

17. Crabtree, Arthur P. "The Strengths and Weaknesses of the ABE Program." Paper presented for the Workshop to Increase and Improve University Teacher Training Programs in Adult Basic Education, March 1969.

Identifies these weaknesses of ABE programs: the lack of commonly-accepted purposes, both in origin and implementation of ABE; nonprofessionalism; undue emphasis on occupational objectives; and little federal coordination among federal ABE programs.

18. Darkenwald, Gordon G.; Beder, Harold W.; and Adelman, Alice K. *Planning for Innovation in Adult Basic Education. V. II. Problems of Dissemination and Use of Innovations in Adult Basic Education.* New York: Columbia University Teachers College, Center for Adult Education, 1974.

States purposes to be finding out why dissemination and utilization of 309(b) output has been inadequate and to recommend ways to improve the Special Projects 309(b) system so that it can contribute more effectively to strenthening local problems. Does not evaluate 309(b) products. Focuses on development of improved practices, products, and policies to meet the needs of local ABE programs.

Covers these topics: 309(b) funding, priority setting, monitoring and other functions of USOE's Division of Adult Education (1967-1972); dissemination; and local ABE program as user system.

Lists, among other, findings: (1) users of 309(b) are not just local ABE programs but also USOE itself (especially where policy planning and adult learner/target population studies are involved); and (2) primary missions of 309(b) are not just to meet high priority local needs but also to develop comprehensive programs of use on a larger scale.

Makes these policy recommendations: (1) "The Division of Adult Education Programs (DAEP) should define the goals of the 309(b) program, determine priorities, and allocate resources accordingly;" (2) they "should require project applicants to specify the intended users of project results and to develop appropriate dissemination plans;" (3) they "should institute a procedure for assessing the needs of the field on a systematic, periodic basis and use the results in determining funding priorities;" (4) "when evaluating proposals, the Division of Adult Education Programs should carefully weigh whether a proposed applicant's outcomes will be disseminatable;" (5) the DAEP "should make further efforts to improve the monitoring and servicing functions of the program services branch;" (6) a continuing national system for retrieving, storing, evaluating, adapting, and disseminating 309(b) outcomes and other relevant innovations should be established;" (7) the DAEP and "state ABE agencies should encourage the consolidation of small, marginal programs;" (8) the DAEP and "state ABE agencies should encourage and provide financial support for full-time adult education directors;" and (9) the DAEP and "state ABE agencies should place high priority on the professional development of the adult education director."

19. DeWitt, Laurence; Clark, Louis; and Ward, Dwayne. *A Quantitative Analysis of Adult Part-Time Learners*. Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, June 1975.

Critiques current delivery systems for adult education: finding that "adult education as currently constituted may well be based upon the interests of fairly powerful social and economic influences."

Argues that adult education as it is today does not offer "a real opportunity for equalizing life-chances in the U.S. In fact, it seems quite clear that if anything it works in the opposite direction--towards increasing disparities, not ameliorating them."

Concludes that the federal government should implement a new public policy for adult education to provide equality of adult education opportunities to all, not primarily those "with high incomes, high levels of educational attainment, white skin, or who are employed." Warns that "the goal of public policy in these matters should not be simply to increase participation. Rather, the policy should be directed towards increasing the opportunities for such participation. Offers this explanation for such a policy direction: "There appears to be a very sizeable groups of adults--numbering in the millions--who wish to have further work-related education, but who are prevented from doing so for reasons of cost, unavailability of the educational experiences they desire, or lack of information about the availability of such educational services. These barriers to education which could be surmounted with the addition of new public resources or the better use of existing resources."

Also concludes that the federal government should gather "better information than is currently available on adults and their desires for futher learning".: (1) gather "better information...on 'would-be' learners;" (2) "develop better indicators of what is variously termed 'non-institutional,' 'informal,' or 'self-planned' study;" and (3) develop "a better understanding of the attitudinal and motivational factors which determine whether or not an individual participates in adult learning."

Advocates that the federal government should sensitize itself to local and state needs and characteristics before undertaking the development of a national adult education policy.

Takes two important steps in this sensitization process to be (1) a review of state surveys of the participation (including potential demand) of adults in formalized education; and (2) consultation with state and local governments and educational institutions on other relevant aspects of adult education needs.

20. Drucker, P.F. *The Age of Discontinuity.* New York: Harper and Row, 1969.

Discusses the conflict between extended postsecondary schooling (for those aged 18 to 24) and continuing education:

> "If educators given any thought to the question, they assume that we should have both ever-extended schooling and continuing education. But the two are actually in opposition. Extended schooling assumes that we will cram more and more into the preparation for life and work. Continuing education assumes that school becomes integrated with life. Extended schooling still assumes that one can only learn before one becomes an adult...Above all, extended schooling believes that the longer we keep the young away from work and life, the more they will have learned. Continuing education assumes, on the contrary, that the more experience in life and work people have, the more eager they will be to learn and the more capable they will be of learning."

21. Eyster, George W. and Hayes, Anne. *Adoption of ABE Innovation Model: A Position Paper on a Center for Resource Utilization in Adult Education.* Issue 10. Morehead, Ky.: Morehead State University, Appalachian Adult Education Center, 1972.

Argues that the most pressing problem in adult education is resource utilization; thus, alternative solutions to problems are available but not disseminated. Crucial to the improvement of ABE is the utilization of findings: "the generation of knowledge and training of practioners are not by themselves sufficient to cause change."

Presents a model for dissemination and recommends the establishment of a federally-funded, non-Washington, D.C.-based Center for Resource Utilization in Adult Education. Suggests that this Center "should be used as a vehicle for communication of USOE policy to the field--a pressing and presently only partially met need--in addition to experimental program information."

22. Fay, Francis A. "Adult Education and Public Policy." *Adult Leadership*, V. 22, No. 2 (Winter 1972), pp. 150-157.

Discusses the need for considering the future--the likely changes in human attitudes, needs, values, goals, priorities. Summarizes some of the research findings of the 1971 national survey by A.H. Cantril and C.W. Roll, Jr., published in *Hopes and Fears of the American People* (New York: Universe Books, 1971), which profiles the attitudes of the U.S. population as of April 1971. The survey revealed that Americans believed the nation to be "in trouble," and blamed the situation on the leadership and traditional institutions rather than on radicals and troublemakers.

Suggests that adult education as a professional field has an important role in the policy making arena to aid Americans undergoing the shift of values identified in the Cantril-Roll survey. Suggests that adult education at the graduate level will be forced to abandon its focus on "planning, managing instruction, and administering institutions" and delve far more deeply into public policy questions instead. Believes that there is a need to train "young adult educators...who can grasp and articulate the educational issues and dimensions of the rapid changes in American social structure, processes, and institutions."

23. General Electric Company. *Analysis of Seven Special Projects in Adult Basic Education*. Washington, D.C.: General Electric Company, TEMPO Center for Advanced Studies, November 1969.

Evaluates certain Special Projects administered by USOE before the Education Amendments of 1974 shifted such responsibility to the states.

Analyzes these projects: the Adult Education Demonstration Center, Washington, D.C.; the Opportunities Industrialization Center Special Project, Philadelphia, Pa.; the Laborers' International Union ABE Special Project, Columbus, Ohio; the Southwestern Cooperative Educational Laboratory Special Project on ABE for Illiterate Spanish-Surnamed Adults; the University of Texas Special Project on Counseling and Guidance in ABE; the Morehead State University ABE Special Project for Thirteen State Appalachia Region; and the University of Arkansas Special Project on Job-Oriented ABE.

Establishes a framework for reviewing ABE projects.

Makes recommendations for improving the Special Projects Program, including these: (1) "There should be a recognized framework for classifying, identifying and selecting new special projects;" (2) "Effort should be made to get new special projects launched more effectively, and efficiently;" (3) "Special projects should be more carefully monitored;" (3) "Special the special projects should be carefully reviewed to determine if the entire process for eventual implementation of innovations is complete;" (5) "Reports from project directors should be improved;" (6) USOE "should initiate an effort to provide more assistance to project directors in the area of evaluation;" and (7) Funds should be increased to allow for the evaluation of "how ABE has affected long-range objectives of the overall educational program."

24. Glenny, Lyman A . "The 1960's in Reverse." *The Research Reporter*, V. 8, No. 3 (1973), pp. 1-3.

Discusses trends in postsecondary education, some of which affect adult education: state budget allocations will be no higher in 1980 than now; government is financing students more and institutions less; higher education is no longer a growth industry unless it recruits its new constituencies like adult education participants; and new constituencies seem to be going to noncollegiate institutions (such as vocational schools).

25. Glenny, Lyman A. and others. *A Survey of Research and Perspectives on National Planning for Higher Education. A Report to the Academy for Educational Development.* Berkeley: University of California Center for Research and Development in Higher Education, May 1969.

Surveys staff members of about 36 research agencies concerning planning--the existing state of planning, reactions to several federal aid proposals, and the future of research for higher education. Interprets the significance of these opinions for research and planning at the national level.

Describes the current projected research of the surveyed agencies. Reports opinions about research areas that have been neglected and about future needs for research. Lists the research agencies that have the potential to aid in national planning efforts.

26. Greenleigh Associates, Inc. *Inventory of Federally Supported Adult Education Programs: Report to the President's National Advisory Council on Adult Basic Education.* New York: Greenleigh Associates, Inc., January 1968.

Defines ABE as "reading, writing, and arithmetic, up to the eighth-grade level, directed to out-of-school adults and not involving institutions of higher learning." Adult education programs other than these were included "if below the college level and not involving institutions of higher learning."

Categorizes ABE participants under these headings: functional illiterates; adults with less than eighth grade education; adults with less than high school level education; welfare recipients; Indians; migrants and seasonal workers; servicemen; veterans; unemployed, underemployed, low skill, including disadvantaged and hard core; disadvantaged youth; prisoners; handicapped; older persons; and immigrants.

Identifies 34 federally-supported ABE programs and catalogs by program title, administering agency, legislative authorization, main purpose, target population, funding, stipends, programs and facilities, administration and coordination, characteristics of enrollees, characteristics of courses and teachers, course outcome, program measurement, and recommendations (if any) provided by the administering agency for improving the program.

Concludes: (1) There is a "sparsity of programs in relation to reported needs;" (2) "In terms of national goals there is need for a more clearly enunciated ABE policy;" (3) "In terms of long-run efforts, it may be more important to provide ABE to parents of young children, regardless of their employability status; (4) "Local agencies are confused and frustrated because of the lack of a national policy;" (5) "A system of priorities is evidently needed;" (6) "There is little evidence of duplication or overlapping among programs;" (7) "There is need for experimentation in curriculum building in ABE;" (8) "Rather than duplication and overlap, the problem is one of gaps" in service of target population and in linkages between programs.

Recommends: (1) The amount of funds available for ABE should be increased markedly to close the gap between those who need basic education and those currently served; (2) A national policy is needed that includes a priority system for using funds appropriated for ABE; (3) At the federal, state and local levels, linkages between all federally-funded ABE programs need to be developed ; and (4) States should be encouraged to distribute ABE funds according to a formula similar to that used by the federal government in making funds available to the states.

27. Griffith, William S.; Cunningham, Phyllis M.; Cookson, Peter S.; and Washtien, Joseph L. *Public Policy in Financing Basic Education for Adults: An Investigation of the Cost-Benefit Relationships in Adult Basic Education in Public Schools and Community Colleges.* 3V. Chicago: University of Chicago, May 1974.

Arranges volumes as follows: V. I, Summary and Recommendations; V. II., Study Design and Findings (including an annotated bibliography and review of the literature); and V. III., Community Case Studies.

States the purposes of the study: "to document the effects...of federal financing of ABE on the delivery systems at the state and community levels for both general Adult and Adult Basic Education;" and "to propose models for coordinating adult education that might optimize the extent and variety of adult education offerings for the public."

Concludes: (1) "The cost of conducting Adult Basic Education is directly proportional to the academic level of the institution which is managing the program;" (2) "The use of federal Adult Basic Education funds to increase the number of full-time positions in the field at the state and local levels will produce a corresponding but smaller increase in the kinds and quantities of other adult education programs;" (3) "The provision of substantial federal support of one sector of the adult education field...leads to an increase in professionalization within that part of the field as well as in other parts." (4) "The preferential awarding of federal ABE funds to one of two types of public educational institutions equally capable of performing a specific adult education task leads to monopolistic control on the part of the favored institution not only for the specific task but also for other areas of adult education as well;" (5) "The preferential awarding of federal ABE funds will increase the capacity of the favored institution to utilize other sources of funding for adult education leading to the monopolistic control of adult education within the services area;" (6) "The allocation of federal ABE funds on a competitive basis to two kinds of institutions will result in a higher quality program than if the funds were allocated on a preferential basis;" and (7) "The use of federal ABE funds to support a cooperative model of community adult education program planning will produce more positive external benefits than either a preferential or a competitive model."

Presents in five sections recommendations leading to improving the ratio of benefits to costs: federal government; state governments; local governments; universities; and associations of adult educators. In the federal government section, makes six recommendations, including: calling for a review of the procedures used in developing state plans for ABE and a review of the plans themselves; and further funding of fundamental research in ABE.

28. Havrilesky, C. "The Assumptions and Implications of Federal Adult Education Legislation." Paper presented at the National Seminar on Adult Education Research, Toronto, February 9-11, 1969.

Challenges two premises of federal ABE legislation: that grade level completed measures achievement level (or is significantly or positively related thereto); and that similar economic backgrounds indicate similar educational needs.

Reports results of a 1967-68 New Jersey study, which showed relatively little relationship between grades completed and reading and mathematics achievement scores in a low income population.

Calls for a more accurate formula for adult education funding at the state and federal levels and for further examination of the scope of instructional needs of the target population.

29. Hesburgh, Theodore; Miller, Paul A.; and Wharton, Clifton R., Jr. *Patterns for Lifelong Learning*. San Francisco: Jossey-Bass Publishers, 1973.

Contains the recommendations of three university presidents and their staffs on how basic changes in attitudes toward education can help build new learning systems that help move forward the concept of lifelong learning. Funded by the W.K. Kellogg Foundation.

Rejects the vaccine theory of education (that formal education of youth and young adults lasts a lifetime) in favor of a lifelong learning concept. Suggests that "educational policy planning should begin with a comprehensive framework that addresses the needs of the entire population from infancy through adulthood."

Takes the terms "continuing education" and "adult education" to be too restricted, conventional, and administrative to encompass the lifelong educational policy planning now required by society. States that recurrent education for adults (defined as those 25 and over) "must be convenient, and it must be integrated with the pursuits of living--family life, careers, leisure-time activities, and the necessities imposed by active citizenship."

Organized in three parts. Part I, "Continuing Education and the Future," examines the relationships of adult and continuing education to social responsibility, public affairs, the role of the college and university, and the rapidly growing body of knowledge. Part II, "Universities and the Learning Society," analyzes the influence of adult and continuing education on the academic community, the shaping of civic policy, and the creation of new lifestyles. Part III illustrates how a large, complex institution, Michigan State University, accommodated itself to adult education needs in the modern world.

Includes these policy statements: All major institutions of our society and all levels of the formal educational system are responsible for continuous learning; they "are challenged to share the responsibilities of planning educational experiences that will improve mankind's ability to make decisions affecting the future and to avoid the catastrophic outcomes many scientists are predicting for an overpopulated, economically imbalanced planet;" (2) A lifelong learning approach requires the reassessment of three major educational areas--curricula, public policy, and institutional initiatives; (3) Learning should be integrated with life and careers, so that public "policies are needed that encourage the systematic integration of learning opportunities with the needs or people at different states of life;" and (4) A major thrust of lifelong learning will be "civic competence," both for citizens and for policy makers, in order that public needs can be anticipated and translated into public policy *before* the onset of crisis..

Makes 67 policy recommendations. Directs these to Congress and federal policy makers: (1) "The Congress should enact a universal bill of educational rights that would guarantee to every citizen access to the widest possible educational opportunities;" (2) "Changes are needed in public policies to promote lifelong learning through released time from employment, tax deductions or tax credits, and retraining programs that promise new careers;" (3) "Public policy should encourage the use of school and college facilities for community education purposes;" and (4) "Model programs of in-service education should be developed for public employees and elected officials."

30. Illich, Ivan. *Deschooling Society*. New York: Harrow Books, Harper and Row, 1970.

Addresses the problem of schools in crisis and asks: "Will people continue to treat learning as a commodity--a commodity that could be more efficiently produced and consumed by greater numbers of people if new institutional arrangements were established? Or shall we set up only those institutional arrangements that protect the autonomy of the learner--his private initiative to decide what he will learn and his inalienable right to learn what he likes rather than what is useful to somebody else?"

Argues that Americans "must choose between more efficient education of people fit for an increasingly efficient society and a new society in which education ceases to be the task of some special agency."

Proposes the disestablishment of the entire educational structure in favor of other alternatives that place education in the hands of learners. Suggests that educational networks are one way to turn education over to consumers. They could be encouraged through one of these or similar options:

- Option 1: "Institutionalize the skill exchange by creating free skill centers open to the public. Such centers could and should be established in industrialized areas, at least for those skills which are fundamental prerequisites for entering certain apprenticeships--such as reading, typing, keeping accounts, foreign languages, computer programming and number manipulation, reading special languages such as that of electrical circuits, manipulation of certain machinery, etc."

- Option 2: "Give certain groups within the population educational currency good for attendance at skill centers where other clients would have to pay commercial rates."

- Option 3: "Create a 'bank' for skill exchange. Each citizen would be given a basic credit with which to acquire fundamental skills. Beyond that minimum. further credits would go to those who earned them by teaching, whether they served as models in organized skill centers or did so privately at home or on the playground. Only those who had taught others for an equivalent amount of time would have a claim on the time of more advanced teachers."

31. Kent, William P.; and others. *Job-Related Adult Basic Education. V. I. Summary and Recommendations.* Falls Church, Va.: System Development Corporation, February 1971.

States aims as the collection and analysis of information on existing ABE programs, identification of types of programs that are successful in job-related settings; and recommendation of new models for job-related ABE. Analyzes and interprets the program features of fifteen sites.

Develops a set of proposed guidelines for job-related ABE and offers a model for applying these guidelines. The guidelines relate to these general program features: program goals, program components; program size, unity and diversity; relationships outside the program; program development and improvement methodology; instructional content and procedures; and program staffing.

Findings include: (1) "A significant need exists for job-related ABE," (2) "The need for job-related ABE is not now being met;" (3) "Program features now exist which could be combined into complete and effective job-related ABE programs;" and (4) "Funds now exist which could be allocated to support effective job-related ABE programs."

32. King, Gordon A. and Regan, Timothy F. *Systems for Inter-Agency Coordination in Adult Education.* Washington, D.C.: Education Study Center, November 1969.

Identifies sixteen federal agencies responsible for ABE and likely lending themselves to inter-agency cooperation.

Defines ABE as "that area of instruction which provides adults with proficiency in the fundamental ability to comprehend, communicate, and compute."

Findings include: there is (1) no clear national policy for ABE; (2) no universally applicable definition of ABE; (3) no clearly defined target populations for ABE programs; (4) minimal connection between ABE programs; (5) little research or teacher training outside of USOE; and (6) a lack of standard evaluation and statistical reporting procedure in ABE programs.

Recommends a model for inter-agency coordination in adult education--proposing a single organization at the federal level and a national clearinghouse on ABE and manpower training.

33. Kohl, John W. "The Viability of the Development Council: A Voluntary Educational Change Agency." Paper presented at the American Educational Research Association Annual Meeting, New Orleans, February 25-March 1, 1973.

Takes educational change to be too complex and important to be left to one federal agency or to several federally-funded R&D centers or regional laboratories.

Offers this alternative: study-development councils now used by groups of local school systems working voluntarily in loose confederation for the purpose of solving defined educational problems. Argues that the greatest success of such councils to date has been dissemination.

34. Knowles, M.S. *Higher Adult Education in the United States.* Washington, D.C.: American Council on Education, 1969.

Presents trends and policy issues in the area of education of adults in higher education institutions.

Makes these observations about current higher adult education: (1) "The organizational and administrative arrangements that exist for the management of services to adults vary so widely as to defy clear classification;" (2) "The policies and practices concerning the faculty of higher adult education vary almost as widely as the organizational arrangements;" and (3) "A substantial volume of higher adult educational services are provided outside the academic institutions."

Identifies these unresolved national issues confronting higher education of adults: (1) "What are the adult educational objectives and constituencies uniquely appropriate to colleges and universities as distinguished from those of other agencies;" (2) "Should there be a national policy (or consensus) regarding the adult educational role of colleges and universities;" (3) "How can federal participation [in higher adult education] best achieve social advance;" (4) "How should the federal government be organized to perform its role [in higher adult education];" (5) "What coordination or joint planning should be sought at the national and regional levels; through what mechanisms;" (6) "What stimulative, informational, research, and planning services are best provided at the national level; through what mechanisms;" and (7) "How can the new meaning of lifelong learning be interpreted to the public, to the policy makers of higher education, and to the educators of youth so that its implications for their respective areas of responsibility are fully understood"?

35. Liveright, A.A. *Study of Adult Education in the United States.* Brookline, Mass.: Center for the Study of Liberal Education for Adults, 1968.

Recommends policy in these areas of adult education: data reporting, research design, information dissemination, innovation and experimentation, interagency cooperation and program coordination in federal government, and recruitment and training of personnel.

36. McClellan, James E. "Policy, Educational." Lee C. Deighton, ed., *The Encyclopedia of Education.* V. 7. New York: Macmillian Company and the Free Press, 1971.

Discusses the logic of the functional argument--its forms, its uses, and its limitations in formulating educational policy.

Defines "policy" as "a statement that is (1) intended to be a binding guide on the actions of those designated by the statements; (2) enforceable and enforced by the society (large or small) which formulates it; and (3) formulated and adopted through a political process--that is, a process which acknowledges the reality and legitimacy of conflicting interests and desires among its participants." Also defines "logic," "argument," "law," "functional argument," and "educational policy." (For example, "educational policy can never be entirely separated from the manifold issues of public concern with which education is so deeply interpenetrated.")

Describes the variables involved in achieving quality educational policies: "Quality of policy depends on many things, including the dignity and disinterestedness of the political process from which the policy emerges, the self-restraint and compassion of the individual members of the polity who participate in that process, and finally, the rationality of the arguments which inform both process and participants."

Recommends the use of the functional argument in the initial stages of formulating educational policy because "it sustains carefully focused debate between persons of widely variant beliefs and attitudes, and to that extent its general acceptance as a starting point promotes the development of a polity skilled and effective in educational argument. Illustrates how to use the functional argument and what it is.

37. Management Technology, Inc. *A Comprehensive Plan for Solution of the Functionally Illiterate Problem: A Report on the Present, A Plan for the Future.* Washington, D.C.: Management Technology, Inc., March 1968.

Focuses on the Educationally Disadvantaged Population, "defined as those people 18 years of age or over who have not completed 8 years of formal schooling."

Defines the functionally illiterate as a problem "because of the inability of these educationally handicapped people to enter into the economic and civic life of the community to the fullest extent. This lack of participation is detracting, not only from the scope of the lives of the individuals, but from the economic, civic, and social strength of the nation."

Cites "the anti-social behavior" of this population and states the belief that social and economic "programs required for them are a drain on this country's financial resources, to say nothing of the subtle impact on the public's emotional resources."

Proposes a national, twenty-year plan to solve this problem: focus ABE on a high percentage of this population, namely, focusing on the 18-64 age group. Argues that the plan would reach about 13 million people in twenty years, with one of the measurable benefits being "the increased income for [ABE] graduates."

Makes some attempt to analyze other costs and benefits of such a plan.

38. Mead, Margaret. "A Redefinition of Education." *NEA Journal* (October 1959).

Discusses the ways in which our perception of our educational system is outmoded. Specifically calls attention to a new role for education: "education for rapid and self-conscious adaptation to a changing world." Notes that the *rate* of change has increased dramatically, such that "adults must--not once, but continually--take in, adjust to, use, and make innovations in a steady stream of discovery and new conditions." Education can never therefore be finished; it must be continuing. "Learning...must go on, not only at special times and in special places, but all through production and consumption--from the technician who must handle a new machine to the factory supervisor who must introduce its use, the union representative who must interpret it to the men,

the foreman who must keep the men working, the salesman who must service a new device or find markets for it, the housewife who must understand how to care for a new material, the mother who must answer the questions of a four-year-old child."

Argues that more and more *lateral transmission* of education is taking place, such as a child teaching a parent new math. Such transmission of knowledge should be facilitated. Suggests that new conceptualizations for primary and secondary education should be encouraged. "By *primary education* we would mean the stage of education in which all children are taught what they need to know in order to be fully human in the world in which they are growing up--including the basic skills of reading and writing and a basic knowledge of numbers, money, geography, transportation, and communication, the law, and the nations of the world. By *secondary education* we would mean an education that is based on primary education, and that can be obtained *in any amount* and *at any period* during the individual's whole lifetime." Primary education would be compulsory, but secondary education would not. Secondary education could be obtained by people of any age who wanted it, and at any place they chose (high school, college, etc.).

39. Mezirow, Jack and Irish, Gladys. *Planning for Innovation in Adult Education.* V. 1. *Priorities for Experimentation and Development in Adult Basic Education.* New York: Columbia University Teachers College, Center for Adult Education, 1974.

Presents a design and demonstration of the use of a strategy for determining priorities for Special Projects. Presents survey results and Consultant Workshop statements on "the broad questions of national, research, policy, and planning dimensions of ABE and their implications for experimental and demonstration projects."

Identifies seven major program areas requiring important decision-making by directors and planners: recruitment; in-service education; instruction; instructional materials; program management; couseling; and collaboration with other agencies. Identifies seven areas of possible decision-making for ABE teachers: recruitment; in-service education; instruction; instructional materials; use of paraprofessionals; counseling; and learning laboratories.

Reports the results of surveying local Title III program directors; state ABE directors, special project directors, professors of adult education, and Title III teachers.

Presents some of the suggestions arising out of the Consultant Workshop involving Special Projects and these three areas: community problems and ABE program responses; the linkages with business and industry in Adult Career Education; and integration of ABE into the work situation. Also contains some of the workshops's suggestions for Special Project priorities related to national program planning, policy formulation, theory development, and research requirements.

40. Molinaro, Leo. "Policy Considerations for Continuing Education in the Next Decade." *Educational Sciences--An International Journal*, V. 2, No. 2 (February 1968), pp. 27-8.

Argues that in view of foreseeable heavy and increasing demand for continuing education, policies must be initiated to cope with and meet expected demand.

Discusses these policy considerations: (1) Local institutions, groups, and governments must be an integral part of the planning of continuing education policies to avoid a "brain drain" to Washington, D.C. and federal-level policy making: (2) The roles of higher education institutions must be classified, with increasing coordination and contact with local government policy-makers; and (3) Human resources development (upgrading skills of the local manpower supply) will become an increasingly important task of continuing education to keep local economies operating at acceptable levels.

41. Moses, S. *The Learning Force: A More Comprehensive Framework for Educational Policy.* Occasional Paper No. 25. Syracuse, N.Y.: Syracuse University Publications in Continuing Education, 1971.

Presents a lifelong learning approach to policy planning: "The challenge to public policy and educational planning is to support education and learning within the schooling system and elsewhere, wherever and however policy can aid in encouraging learning, realizing all the while the limitations and harm rendered by conceiving of education as coterminous with and coincidental to schooling."

42. Mushkin, Selma J. "Resource Requirements and Educational Obsolescence." E.A. Robinson and J.E. Vaizey, eds., *The Economics of Education*. New York: St. Martin's Press, 1966.

Argues that a youth-centered educational system does not meet today's needs: "Scientific progress and technological advances have altered the educational requirements of society. More trained people--people trained in the skills required by scientific and technological innovation--and a deepened capacity for scientific research, are widely recognized as prime requisites for economic progress."

Analyzes these aspects of the relationship between work and education: technological displacement; effective use of womanpower; upgrading the unskilled; retraining for effective professional performance; and university-industry communication.

Proposes an institutional structure for developing this relationship--an educational leave program in which the cost is financed by a Social Security-type scheme and in which the leave from work operates similarly to the faculty sabbatical leave. Specifically:

> "Persons 35 years of age or over would be eligible to receive an educational allowance for a period of up to one year in duration when they are away from their regular employment and are enrolled in a full-time course of study, in an accredited institution. The educational allowance plan, unlike the conventional sabbatical leave, would not be a charge on the employing institution, but rather would be financed as a social security benefit...to protect individuals and their families against the risk of obsolescence of job skill and of educational content by maintaining incomes during a period of retraining."

Suggests that the details of any such plan must be worked out to fit general educational and manpower policies of the place (such as a country) in which they are to operate. Provides a list of items of any such plan where policy choices may be made: for example, the category of "eligibility conditions" which would include decision points about "age of entry; proof of genuiness of intentions; limitations in employment during period of eligibility; freedom of choice of course of study; period of eligibility for benefits; priorities among eligible persons when funds are insufficient, etc."

Lists the three "essentials" for meeting the "problem of educational obsolescence" : "(1) full-time retraining, (2) income maintenance during retraining, and (3) the development of an educational program suitable for the task with its supporting services to facilitate and encourage persons of working age to return to 'school'."

43. National Advisory Committee on Handicapped Children. *Basic Education Rights for the Handicapped, 1973 Annual Report.* Washington, D.C.: DHEW, June 30, 1973.

Reviews the current status of the education of the handicapped, referring to new procedures for funding "existing staff participation in professional preparation and up-dating of skills," evaluation of such training programs, and encouragement of "the retraining of surplus regular teachers."

Identifies several "continuing problems" in the field of education of the handicapped. (1) "The efficient use of existing professional personnel mandates that cooperative planning among local, state, federal, and private agencies, and colleges and universities must be more sharply defined than in the past. The Bureau has made a beginning towards long-range planning but the overall picture still remains fragmented:" (2) "Institutional reform has begun; however, education of the handicapped remains one of the most labor-intense activities in education...Cost reductions will be possible only when the intensity of the use of highly trained professionals is reduced. New roles for professionals and paraprofessionals must be developed."

44. National Advisory Committee on Handicapped Children. *Third Annual Report, 1970.* Washington, D.C.: DHEW, June 30, 1970.

Reviews the administration and operation of programs for handicapped children. Among several kinds of recommendations are a group relating to development of educational personnel (a form of job-related adult education).

Specifically recommends that the Bureau of Education for the Handicapped consider "the development of a continuum of services which range from the utilization of paraprofessionals to master educational managers." Further suggests that the Divisions of Services, Training, and Research" coordinate their planning and operation toward this goal."

Recommends criteria for the award of training grants by review panels on bases that would be applicable throughout the entire country and, at the same time, responsive to special regional and state needs.

Restates the need for effective manpower forecasting to determine the levels and types of personnel training needed to educate handicapped children.

45. National Advisory Council on Adult Education. *Annual Report.* Washington, D.C.: Government Printing Office, 1972.

Reviews "accomplishments and problems of adult education under provisions of the [Adult Education] Act and includes issues and recommendations for the improvement of programs of education for adults."

Recommends action in these categories: legislation, cooperation/coordination, career education, reactivation of GI educational benefits, correctional reform, utilization of educational facilities, the senior citizen, and White House conference.

Argues that "our nation cannot afford an education system that is solely child-centered." Among supporting evidence is this rationale: "Adults, not children, are making the decisions that affect all functions and actions of our government. Adults, not children, are responsible for our productive output. Adults, not children, are confronted with the problems of parenthood and family life. Adults, not children, are challenged by environmental problems that threaten all future generations. Adults, not children, are faced with increased costs of living."

Suggests that federal funds authorized and appropriated for ABE "have been put to good use" and adds that "it is reasonable to assume that a greater appropriation of the federal funds for ASE would provide more millions of adults with much-needed educational opportunities."

46. National Advisory Council on Adult Education. *Annual Report.* Washington, D.C.: NACAE, 1973.

Defines current problems in federal adult education programs and makes recommendations, based upon the assumption that "learning is a continuous, lifelong process and that there must be established a comprehensive system that provides for the education of adults."

Argues that the nation "must provide the 'second opportunity' for the partially educated, the uninvolved, the illiterate, the adult with yesterday's tools who are in need of marketable skills for today. We must provide a means for more comprehensive, lifelong learning programs."

For attaining such goals, recommends "the development and implementation of new federal adult education legislation" and provides specifications for such legislation. Highlights of the legislative provisions are these: fellowships and professional development training opportunities for personnel engaged in providing adult education services; establishment of "an Office of Associate Commissioner for Adult, Continuing, and Community Education;" and "funding for specified adult education programs and support services for American Indians."

47. National Advisory Council on Adult Education. *Annual Report.* Washington, D.C.: NACAE, March 1974.

Recommends certain amendments to the Adult Education Act of 1966, including enactment "of the Act separate and apart from elementary and secondary education programs for youth."

Also advocates certain positions: "a single federal agency having the responsibility for coordinating all educational programs for adults"; "broad, flexible authority to permit a full range of adult education services beyond reading, writing and computational skill training;" and "providing adult high school level instruction."

48. National Advisory Council on Adult Education. *Career Education.* Washington, D.C.: NACAE, May 1972.

A working draft of a position paper responding to the career education movement.

Takes these positions: (1) as initially presented, career education concentrates too much on the traditional K-12 structure; (2) adults need career education as well; (3) "lifelong learning... should become a reality in our society;" (4) all types of federal programs relating to adults--vocational, manpower, vocational rehabilitation, and others--should be coordinated to reduce duplication; (5) "a community school concept is an ideal learning environment for adults as well as children;" (6) teachers and other personnel should be trained in a career education framework; (7) "materials of a problem-solving nature, devoid of grade level reference, are needed in adult career education;" (8) state-level plans offer a major means of providing relevant career education to citizens; and (9) there must be financial and program accountability in adult career education programs, where program success is measured by its ability to achieve meaningful employment for its participants.

States recommendations for each position taken.

49. National Advisory Council on Adult Education. *Federal Activities in Support of Adult Education.* Washington, D.C.: NACAE, 1972.

For Fiscal Years 1971, 1972, and 1973, provides data (and estimates) on obligated funds and other basic information for 53 federal adult education training programs, 31 federal library, technical, and information services in the field of adult education, and 16 federal training programs for public employees.

Provides basic data on federal programs for adult education in Fiscal Years 1971, 1972, and 1973. These data include: descriptions of program activities; the administering agency; and obligated funds (or estimates) for these years.

Describes 110 federal adult education programs (or program components). Categorizes these programs as follows: adult education and training programs; library, technical and information services; and training of public employees.

Concludes that the federal government's major financial commitment to the educational needs of adults has resulted, to date, in potential "duplication of effort and administrative costs in some programs, gaps in service to target groups, and confusion to the various consumers of such services concerning what is being accomplished by whom and for whom."

Identifies this major policy issue : "There is a primary and urgent need for the articulation of a clear statement of policy establishing the objectives of federal involvement in adult education."

Suggests that answers must be given to these policy questions:

1. "Why should the federal government support education for adults?
2. If such a commitment is not feasible, what adult target groups should be given priority and why?
3. What should be the scope of our commitment to these target groups.
4. Should federai involvement in adult education be limited only to unemployed adults?...
5. Should federal efforts in adult education be limited to employment-oriented experiences?...
6. Are adult educational activities so crucial to national well-being that funding should include subsistence and other supportive services?"

50. National Advisory Council on Adult Education, "National Clearinghouse on Adult Education: A Position Paper for the U.S. Commissioner of Education, Revised Draft." Washington, D.C.: NACAE, June 1975.

Suggests ways of implementing Sec. 309(a) of the Education Amendments of 1974 (PL 93-380) calling for the establishment of a clearinghouse on adult education.

Primarily views the future clearinghouse as providing leadership in fulfilling a "need for continuity in national leadership for planning and coordinating the rapidly expanding field of adult education" long identified by the NACAE. Perceives the clearinghouse as a national institution "through which the field may find common ground and specialized resources to assess national needs and priorities; coordinate and plan policy and program initiatives, including public information, information systems and professional development; and identify and disseminate promising program innovations."

Distinguishes this conception of a clearinghouse from the current ERIC system: the ERIC system is "an information 'wholesaler,' providing a full range of information services: collection, selection, indexing, abstracting, retrieval, computer processing, and searching." The proposed clearinghouse would have these different functions: "interpreting, evaluating, synthesizing, and disseminating."

Outlines these operational objectives for the proposed clearinghouse:

1. "Public information.

2. "Assessment of national needs, trends, and priorities relevant to federal policy, program development, research and development, professional education, and information needs in adult education.

3. Identification, evaluation, development or repackaging, dissemination, and fostering the utilization of improved program practices and products.

4. Coordination and planning, information sharing, and development of leadership consensus on major professional issues.

5. Assessment and development of information systems serving the professional field of adult education and manpower training; information referral and selective direct response to inquiries by professionals."

Argues that this clearinghouse "should be located outside the operating bureaus of the USOE but its director should report directly to the U.S. Commissioner.

In an appendix, lists and describes existing "information analysis centers" in adult education: ERIC Clearinghouse on Career Education; National Multimedia Center for Adult Education; Innovation Dissemination for the Education of Adults; Center for Resource Development in Adult Education; Clearinghouse for Offender Literacy Programs; National Network for Curriculum Coordination in Vocational-Technical Education; and others.

51. National Advisory Council on Adult Education. *A Target Population in Adult Education. Economic Perspectives and Prospects: A Focus on the Client State Demographic Data.* Washington, D.C.: Government Printing Office, November 1974.

Defines the "Adult Education Target Population" as the 54.3 million "adults in the United States who are 16 years of age and older, not enrolled in school, and who have not completed their high school education." Reports available data on the delivery of needed educational services to various segments of the target population.

Divides discussion into three major parts: economic perspectives and prospects; a focus on the client; and state demographic data. Concludes with a brief statement about the "next step," meeting the needs for a new learning pattern for adults in a changing society (life-long learning).

Summarizes the Council's 1971 annual report calling for coordination of federal activities in support of Adult Basic and continuing education, and asks these kinds of policy questions: (1) Should the federal government support education for adults; (2) If a national educational commitment is not feasible to assist all adults, what target population should be given priority and why; (3) What should be the scope of a national commitment to the target population group of adults who have not completed their secondary education; (4) Should federal involvement in adult education be limited to employment-oriented experiences or should they include life enrichment activities not solely related to employment; and (5) Are adult educational activities so crucial to the national well being that funding would include subsistence and other supportive services?

Recommends: (1) increasing congressional appropriations four times the present level of state grant funding to provide adult elementary and secondary education completion opportunities to the target population; (2) devising an improved information gathering system at the national level to provide clear and relevant information on minorities and ethnic groups enrolled and eligible for adult education services; and (3) establishing a special agency task force under the U.S. Commissioner on Education for the purpose of enhancing educational and allied services for the migrant worker.

52. National Advisory Council on Adult Education. "1975 Recommendations." Washington, D.C.: NACAE, 1975.

Provides fifteen recommendations for ways to bring the world of work and education closer together. Designed to accompany another Council publication, *A Target Population in Adult Education.*

Recommendations range from addressing the need for data on various target groups, to identifying ways to improve current curricula, to suggesting ways for the federal government to improve its management of adult education.

53. National Advisory Council on Education Professions Development. *Staffing the Learning Society: Recommendations for Legislation.* Washington, D.C.: National Advisory Council on Education Professions Development, April 1975.

Recommends ways to amend the Education Professions Development Act (EPDA) "to reflect changing societal needs, with emphasis on improving the quality of educational personnel."

Concludes that "demand for personnel is likely to grow in non-traditional postsecondary education and in certain specialty areas, including...adult education,...career education, and vocational education."

Argues that the current context of staff development calls "for emphasis on quality, improved productivity, and in-service education, all within the context of significant expansion of the nonconventional segment of the educational enterprise." "Nonconventional" here refers to that part of the learning society beyond the traditional kindergarten to graduate school system.

Addresses the need for "coherent public policy that points the ways in which present and prospective educators might do a better job of serving socially determined ends." Suggests that "the conception of a 'learning society' offers a basis for greater coherence in policymaking."

Recommends these and other amendments to EPDA: (1) emphasis on "in-service education for teachers, school administrators, and board members, as well as other professionals in education at all levels;" (2) provision of "authority for teachers and other educational personnel to undertake educational assignments in industry, labor, business, and other professional and service occupations on a part-time basis or for temporary periods;"

(3) provision of "in-service training programs to help collegiate personnel make the transition from teaching conventional students to preparation for teaching the new learner, i.e., mature adults, including housewives, blue-collar workers, the elderly, and many others not reached by higher education in the past;" (4) provision "for supporting model programs of in-service education for school board members, college and university trustees, and other policymakers;" (5) "provision for supporting in-service training programs dealing with the various aspects of educational accountability and productivity, to include educational personnel, public officials, and members of school boards;" (6) emphasis, through the Career Opportunities Program, "on emerging areas of need for new teachers;" and (7) provision of "funds for training or re-training of educational personnel for service in projects designed to increase educational opportunities in their communities."

54. National Advisory Council on Extension and Continuing Education. *Equity of Access: Continuing Education and the Part-Time Student.* 9th Annual Report. Washington, D.C.: National Advisory Council on Extension and Continuing Education, March 1975.

Provides policy recommendations regarding Title I of the Higher Education Act of 1965 in these areas: lifelong learning, aid to the part-time student, financial needs assessment, and provisions for Continuing Education legislation.

Contains a full appendix entitled, "Adult, Part-Time Students: The Met and Unmet Needs." Calls attention to the "80 percent of adult Americans [who] do not participate in [formal] education" activities. Notes that "the nonparticipants in adult education have not emerged as a focus for sustained research and analysis. Much of the information available about adult nonparticipants in education, particularly at the national level, is simply deduced from what is already known about adult participants." Abstracts some important recent studies assessing the learning interests of adults.

Concludes that there is "evident interest by adults in further learning and mounting numbers of individuals are translating that interest into actual participation."

However, "there is *no* federal policy toward continuing education. With few exceptions, there are *no* clearly expressed state policies either. There is *no* federal policy toward education for adults on a part-time basis. There is *no* single program of the federal government designed primarily and specifically to aid adult, part-time students."

Recommends several strategies for meeting the educational needs of adults: (1) a national policy on lifelong learning; (2) specific amendments to provisions in the Higher Education Act for student financial assistance; (3) a congressionally-funded study to "assess the special financial needs of adults who by choice or necessity pursue their education on a part-time basis;" and (4) enactment of a comprehensive continuing education bill to help support lifelong learning opportunities.

55. National Advisory Council on Extension and Continuing Education. *The Importance of Service: Federal Support for Continuing Education.* Washington, D.C.: National Advisory Council on Extension and Continuing Education, 1974.

Reviews federally supported programs of extension, continuing education, and community service, estimating the level of federal funding to be $4 billion a year.

Argues that there is no common federal policy "governing use of university resources..., no central agency with primary responsibility for relating to institutions of higher education, and too few coordinating mechanisms designed to assure that the many programs of the federal government constitute a coherent whole."

Makes twelve policy recommendations, including (1) an increased federal commitment to inservice continuing education for experienced teachers; (2) federal support encouraging "the transmittal of relevant research from major research universities to teacher-training institutions;" and (3) federal support of demonstration projects training "elder members of ethnic groups to teach ethnic cultures to school children at the earliest possible level of instruction."

56. National Advisory Council on Extension and Continuing Education. *A Measure of Success: Federal Support for Continuing Education.* Washington, D.C.: National Advisory Council on Extension and Continuing Education, 1973.

Outlines the effects of federally-supported programs on university continuing education activities. Assesses some of the major new developments in continuing education--the external degree, independent study, and consumer protection.

Includes delineations of significant continuing education efforts that are addressed to specific client groups (such as women, prisoners, and the educated unemployed).

Makes recommendations concerning such issues as revenue sharing, financial aid to part-time students, and federal agency coordination of efforts.

Especially addresses the policy issue of federal evaluation of federally-supported continuing education efforts, generally supporting the findings of the Urban Institute's study entitled "Federal Evaluation Policy." Argues that evaluations measuring the impact of federal funds and activities are not systematic and scientifically designed. Classifies existing evaluations in these terms: (1) "Self-serving declarations;" (2) "testimonials from friends;" (3) "the defensive evaluation;" (4) "the tell 'em what they want to hear evaluation;" and (5) "evaluations by the intuitive administrator."

With regard to DHEW and USOE evaluations, comments that "no strategy of evaluation has been developed and no systematic plan for evaluation is in being. What is evaluated, for what purpose and in what depth typically depends on what kind of a study is ordered by a management official or what kind of a study a particular staff member chooses to do." Further contends that "in HEW, as in several other departments, there is no clear and precise relationship between the evaluation units and the budget staff."

Relates the question of evaluation with the observed problem of "scattered narrow programs, fragmented responsibilities, and great annual funding uncertainty." Warns that this situation must be changed.

57. National Advisory Council on Extension and Continuing Education. *Sixth Annual Report.* Washington, D.C.: Government Printing Office, 1972.

Provides a lengthy appendix, entitled *A Question of Stewardship: A Study of the Federal Role in Higher Continuing Education.*

Also provides a list of "143 discrete federal programs which in whole or in part involve the resources of higher education in extension, community service, and continuing education."

Lists findings of a review of "the administration and effectiveness of all federally supported extension and continuing education programs." Among the findings provided: "There is no common policy governing use of university resources by the federal agencies, no central agency with primary responsibility for relating to higher education, and few coordinating mechanisms designed to assure that the many programs of the federal government constitute a coherent whole. Under such conditions, duplication of effort and contradiction of purpose are difficult to avoid, and effective coordination becomes an impossibility."

Focuses on issues, including "Coordination: Some Basic Problems in Public Administration;" "The Administration of Educational Grant Programs: A New Feudalism;" "Urban Extension: The Need for Structure;" "The Federal Government and Student Financial Assistance" (where the federal government neglects the part-time students); and "Independent Study."

Examines these and other specific programs: cooperative extension; national sea grant program; teacher training; regional medical programs; the GI Bill; federally-conducted continuing education, and Title I of the Higher Education Act.

Recommends enactment of a lifelong learning opportunities act (The Higher Continuing Education Act) for all citizens, regardless of previous education or training. Adults attending postsecondary educational institutions on either a part-time or full-time basis would be eligible for financial assistance according to personal need. Fellowships would be available to develop qualified staff and counselor

Further recommends that USOE establish a Division of Continuing Education for rational administration of current community service and continuing education programs.

58. National Advisory Council on Vocational Education. *Indian Education: A Special Report.* Washington, D.C.: National Advisory Council on Vocational Education, December 1973.

Focuses on the educational needs of Indians in an effort to expand upon an earlier published report addressing "the deficiencies of the American education system in preparing the disadvantaged for full participation in our society."

Based on meetings with Indian educators and tribal leaders, Members of Congress, government officials, on-site visits to Indian communities on reservations and in urban areas, input from State Advisory Councils on Vocational Education in those states with sizeable Indian populations, and [an extensive review of] literature on the subject."

Notes that "almost half of the working age Indian population is chronically unemployed." This and other major problems result from non-Indian control of the educational process, such that "more than twenty percent of Indian men have less than five years of schooling" and "forty thousand Navajos, nearly a third of the tribe, are functional illiterates in English."

Recommends among other ideas, that "Indians ...be given full control of their schools; and that there be "alternative programs for drop-outs [and] expanded adult education programs."

59. National Commission on the Financing of Postsecondary Education. *Financing Postsecondary Education in the United States.* Washington, D.C.: Government Printing Office, 1973.

Defines postsecondary education in a changing society. Notes that one trend in this changing context is nontraditional education: "A growing number of off-campus educational programs will be available to students of all ages in their local communities, in their homes, and at their places of work."

Notes this trend also: "Ethnic and racial minorities, persons from low-income families, women, and individuals of all ages seeking continuing professional development or retraining will make up an increasing proportion of total enrollment in postsecondary education." Suggests that "if an increasing number of persons are to be brought into postsecondary education for part-time study on or off campus, it will be essential that federal student aid programs treat part-time students equally (on a *pro rata* basis) with full-time students."

Identifies eight national objectives for how postsecondary education should be structured in order to meet the ultimate purposes of education. Included are these: (1) "student access"--"each individual should be able to enroll in some form of postsecondary education appropriate to that person's needs, capability, and motivation. All who are capable of benefiting should be assured access to postsecondary education in some form. There must be no arbitary or artifical barriers related to sex, age, race, income, residence, ethnic group, religious or political belief, or prior educational achievements;" (2) "student choice"--"each individual should have a reasonable choice among those institutions of postsecondary education that have accepted him or her for admission; and (3) "student opportunity"--"postsecondary education should make available academic assistance and counseling that will enable each individual, according to his or her needs, capability, and motivation, to achieve his or her educational objectives."

Describes current federal, state, local, and private patterns of financing postsecondary education. Develops and describes a framework for analyzing alternative financing plans.

60. New Jersey State Department of Education. "Adult and Continuing Education: A Report Presented by the Project Next Step Planning Team to Commission of Education and Division Heads. Stage I: Issue Identification." Trenton, N.J.: Department of Education, May, 1973.

Briefly reflects upon the historical background of adult education; defines adult education, distinguishing it from recreation or entertainment; and discusses the place of adult education in American society.

Focuses on "adult and continuing education" defined as education for (1) "special occasions of societal dislocations" (e.g., citizenship and retraining for those "who have lost jobs due to occupational obsolescence;" (2) remedial (e.g., GED); (3) "on-the-job training"; (4) "duplication of instruction provided by formal educational institutions;" and (5) "purely vocational education."

identifies these adult education policy issues:

(1) "There is a lack of unity and sense of direction on all levels of government. Information on this field is not readily available. In addition, there are no central policies or guidelines and no provisions for cooperative planning which would provide some sense of direction for federal activities in adult and continuing education. The federal government's lack of commitment to adult education is evident in the fact that while a businessman can deduct as a legitimate expense the cost of entertaining, the cost of an educational program undertaken for one's own enjoyment cannot be deducted."

(2) "There is little federal or other money for research in adult education."

61. New York State Education Department. Study of Adult Education. Kurland, Norman D., Director. "Financing Life-Long Learning: An Approach to an Age-Neutral Educational Entitlement." Mimeographed draft. Albany, N.Y.: New York State Education Department, February 5, 1975.

Proposes an educational entitlement plan to finance lifelong learning opportunities for Americans. Some of the main provisions of a bill providing financial assistance to adults might be these:

- "Every adult American (25)* and older would receive an annual Educational Entitlement (EE) which in the first year of the program would be worth ($200)."
- "The EE could be used for any of a broad range of education activities including counseling, tuition, purchase of educational materials, support while studying..."
- "Unused EE would remain available throughout the individual's life and would earn interest at a rate specified in the bill."
- "The EE will be managed by a public corporation established for the purpose...."
- "The Congress shall/annually appropriate funds/ or: provide a special tax/ to meet the claims against the corporation and for operating expenses."

---

*"Numbers placed in parentheses indicate that they are subject to change."

Offers rationales both for the need for lifelong learning opportunities and for subsidies to support such opportunities. As for subsidies, offers these rationales:

(1) Equity: "While there are large numbers of adults engaged in learning activities, there are ample indications that there are millions more who would like to do so but cannot, in part, at least, because of the cost involved." Also, "those who now participate tend to be those who already in their earlier years have had more education...If nothing is done the inequities resulting from the differences in the extent of earlier education will be perpetuated throughout life."

(2) Demography: "In the next 25 years the numbers of persons over 30 [are] going to go up dramatically..." EE gives "full recognition to the maturity of the adult learner [to choose his or her own educational activities] and to the diversity of needs of adults."

(3) Adjustment of public financing policy for education to the changing realities of our world (shifting our public educational finance policy away from its current youth orientation): "There is no longer any reason for public policy to bias the decision as to when an adult will take his publicly subsidized education." (Current policy encourages young people 18 to 22 to be full-time students in postsecondary institutions.)

Offers an explanation for all provisions proposed.

62. Newman, Frank; and others. *National Policy and Higher Education: Report of a Special Task Force to the Secretary of Health, Education and Welfare.* Cambridge, Mass.: MIT Press, 1973.

Deals not only with traditional postsecondary education students but also those "past normal college age" who return to attain further education. Identifies these traditional ways adults return for further schooling: university extension programs; high school adult education programs; university-level correspondence schools; television colleges; a variety of programs run by volunteer organizations; and internal training programs within industry.

Identifies the many avenues by which the federal government has become increasingly involved in postsecondary educational institutions since World War II: through financing (e.g., construction of facilities) and regulation of faculty degrees, library size, etc. through supporting accreditation mechanisms;

through regulations of affirmative action requirements, accounting practices of institutional administered research contracts, and financial plans of colleges and universities that apply for emergency assistance; through publication of the results of research sponsored by certain agencies; and through student, faculty, and staff discipline with regard to campus disruptions; to name a few.

Supports the concept of lifelong (recurrent) education: suggests several ways of providing "greater opportunity for individuals to return on a recurrent basis to a full range of educational programs." Develops the strategy of enacting a "G.I. Bill for Community Service" designed to legitimate breaking the educational lockstep for a period of service in selected national, regional, or community programs.

63. Northcutt, Norvell; and others. "Adult Functional Competency: A Summary." Adult Performance Level Project. Austin, Texas: University of Texas, March 1975.

Summarizes the methodology and findings of a study whose central objectives were "to specify the competencies which are functional to economic and educational success in today's society and to develop devices for assessing those competencies of the adult population of the United States."

States the general finding that Americans are "not as competent as we thought. Overall, approximately one-fifth of U.S. adults are functioning with difficulty."

Includes these findings: (1) "In terms of the general knowledge areas, the greatest area of difficulty appears to be Consumer Economics...Some 34.7 million adult Americans function with difficulty and an additional 39 million are functional (but not proficient) in coping with basic requirements that are related to Consumer Economics." (2) "A greater proportion of people is unable to perform basic computations than the other skills. Approximately one-third of the population, or 39 million adults, functions with difficulty, and a little over one-fourth, or 29.5 million adults, is functional but not proficient in task performance on items requiring mathematical manipulation." (3) "There is a generally negative relationship between age and performance. Although the youngest group (18-29) does not have the lowest level of functionally incompetent adults, still the general trend is that the older the individual, the more likely that he/she is incompetent;" (4) "It appears that there are great differences between Whites and all other minority groups. While 16% of the Whites are estimated to be functionally incompetent, about 44% of the Black and 56% of the Spanish-surname

groups are estimated to be so. Here, as with the other variables that have been discussed, the differences are probably due to the relatively lower levels of income, education, job status, and job opportunity found among minority groups in this country."

Next discusses the validity and reliability of the APL objectives and the performance data relating to them.

Then approaches the problem of meeting the need: "As long as 'literacy' is conceived to be nothing more than the ability to read and write one's name, or to score at some low grade level on a standardized test developed for children, then the United States probably does *not* have a significant problem. On the other hand, if the concern is with the adult who does not possess those skills and knowledges which are requisite to adult competence, then the results of the APL research suggest that there is, indeed, a widespread discrepancy in our adult population between what is required of them and what they achieve. It is suprising, perhaps even shocking, to suggest that approximately one of five Americans is incompetent or functions with difficulty and that about half of the adult population is merely functional and not at all proficient in necessary skills and knowledges."

While suggesting steps that can be taken at the classroom, local program, and state level, mentions these actions for federal or national action: (1) national dissemination of APL objectives and national dissemination of APL data. Offers as a rationale for national involvement in disseminating APL objectives these words: "Although the Office of Education is clearly not in the business of setting national educational standards, there is nevertheless the opportunity to provide leadership which can come only from this level in disseminating the objectives as suggested foci for programs dealing with undereducated adults. The Office of Education, working with a variety of state agencies and other federal agencies, can have a major impact on educational practices at every level insuring that the results of the study and its implications for practice are well known throughout the educational and social service communities." In support of federal involvement in disseminating APL data, offers these words: "the Office of Education has an opportunity to provide guidance, leadership, and assistance to states which it never had before. The ways in which this process can be used are numerous: assessing the effectiveness of federally-funded programs, developing more useful reporting procedures, and maintaining a continuous assessment of national literacy levels over time are only a few of them."

64. Northcutt, Norvell; and others. "Functional Literacy for Adults: A Status Report of the Adult Performance Level Study." Mimeographed draft. Austin, Texas: University of Texas, n.d.

States these objectives for the APL study: "to describe adult functional literacy in pragmatic, behavioral terms, and to develop devices for the assessment of literacy which will be useful at a variety of operational levels."

Summarizes three important conclusions arising out of two year's of research: (1) " 'Literacy' is a construct which is meaningful only in a specific cultural context...it is perhaps even more closely bound to the technological state of a particular culture;" (2) " 'Literacy' does not consist just of a single skill, or even a set of skills...Literacy is best defined as the application of a set of skills to a set of general knowledge areas which result from the cultural requirements that are imposed on members of a culture;" and (3) " 'Literacy' is a construct which is directly related (in a mathematical sense) to success in adult life."

Identifies four literacy skills (communications, computation, problem solving, and interpersonal relations) and five general knowledge areas (occupational knowledge, consumer economics, community resources, government and law, and health).

Describes the APL data collection effort now underway--through national survey instruments--to validate the APL system of adult literacy objectives and accompanying test items. Outlines the survey methodology and the master sample. Arrays selected survey results which point to the conclusion that "far more adults are illiterate, 'in the sense of being able to apply skills to problem areas which are derived from pragmatic adult requirements, than one might expect."

Predicts that the final results "should be a valuable resource for planning, developing, or evaluating educational programs on a variety of [governmental and institutional] levels."

65. Ohliger, John and McCarthy, Colleen, eds. *Lifelong Learning or Lifelong Schooling? A Tentative View of the Ideas of Ivan Illich with a Quotational Bibliography.* Syracuse, N.Y.: Syracuse University Publications in Continuing Education, 1971.

A literature review of the ideas of Ivan Illich (and others) regarding both the learning society and the person learning as they apply to issues in adult education.

66. O'Toole, James. "The Reserve Army of the Underemployed. II. The Role of Education." *Change*, V. 7, No. 5 (June 1975), pp. 26-33, 60-63.

Deals with the problem of "underemployment," listing three ways a nation can respond: "it can change its educational policies; it can change the structure of work; or it can change its basic economic system."

Argues that this nation cannot "turn back the clock" by refusing to educate so many people; but turns to the question of modifying educational policy to "break the expectation that education will pay off in good jobs." Notes that such a shift in educational policy calls into question the current vogue of both vocational education and career education. Describes competing concepts--cooperative education and mastery learning, both of which may more successfully help solve the problem of underemployment.

Believes that the world of work and education can and should meet, but in a new way. The purpose of education is not "to serve the economy and the economic needs of students." And "educators should clearly delineate their role as educators from the role of others as trainers. The role of the educators should be to teach the theory behind the practice, to take workers from the practical and the specific (the role of training) and elevate them to conceptualizing about the abstract and the general. That is, they should bring to industry the highest traditional purposes and goals of education."

67. Pascal, Anthony H.; and others. *An Evaluation of Policy Related Research on Programs for Mid-Life Career Direction.* 2v. Santa Monica, Ca.: Rand Corporation, February 1975.

A report "based on the evaluation of some 300 items of literature bearing on the topic of mid-life redirection of careers." Aims at making this literature useful to policymakers by evaluating these materials.

Chapters cover these, among other, topics: "Mid-life Redirection of Careers: Introduction;" "Aspiration and Dissatisfaction Among Workers;" "Training Potential Among Older Workers;" "Using Manpower Forecasts in Career Redirection Planning;" and programs sponsored by governments, employers, unions, and foreign countries.

Concludes that "existing education and manpower programs provide many of the components necessary for career redirection;" and that "the potential for mid-life career redirection in the American work force is virtually untapped." Presents recommendations for policymakers in the last chapter of Volume 2.

68. "Recurrent Education: Constructing an Alternative." *New Generation*, V. 54, No. 4, whole issue.

Describes the existing continuing education delivery system as chaotic. Outlines the problems of the delivery system, stressing that a vast amount of education is available, but there is little linkage among the various types.

69. Rivera, William . " 'Futures': A New and Needed Literature for National and International Planning in Continuing Education." Paper presented at the International Seminar on Publications in Continuing Education, Syracuse University, June 1971.

Describes the research techniques being used in formulating possible future environments. Presents a model of federal policy options and goals in postsecondary education in 1970-85 (in the form of a cross-impact matrix).

Presents a scenario of futures of the field of education, emphasizing out-of-school educational programs.

Includes a bibliography of futures literature.

70. Roomkin, Myron. "Evaluating Basic Education Programs for Adults: Some Conceptual and Methodological Problems." *Adult Education*, V. 23, No. 1 (Fall 1972), pp. 21-36.

Attempts to fill a research gap--the need for evaluating the effectiveness of Adult Basic Education in meeting its original purpose, the remedial treatment financed under the War on Poverty. Examines the principal benefits and costs of basic education with special emphasis on economic benefits; reviews some of the major methodological problems associated with the measurement of these benefits and costs; and seeks to establish the best possible research design, given these problems. For program evaluation, offers a framework for analyzing the economic aspects of programs and for designing a rigorous evaluation study.

Explains four types of research designs that have been used to find earnings gains attributable to the ABE training: (1) treating achievement gains during training as equivalent to differences in educational attainment (the income-equivalency approach); (2) comparing earnings of trainees with those in a control group of non-trainees (the quasi-experimental design); and (4) comparing earnings of trainees with those of a matched control group (experimental design and recommended by author).

Describes the methods most frequently used to relate costs and benefits. Recommends, among other items, that "evaluators should present decision-makers with a number of summary statistics representing the magnitude of program performance under many sets of assumptions [because of] the many operating assumptions required to conduct cost-benefit analysis."

71. Scholes, Gene W.; and others. "Financial Assistance for Adult Education Programs--Adult Basic Education, Federal Register." Morehead, Ky.: Morehead State University, Appalachian Adult Education Center, July 1972.

Compares the goals of the Adult Education Act of 1966 with actual attainments. Considers ways of reaching the target population and the consequences of suggested changes in the adult clientele and of the influence of Congressional appropriations or funding levels on meeting those goals.

Conclusions: (1) The intent of the 1966 Act is to eliminate poverty; (2) A prime target group of young, unemployed, elementary-level males has not been reached; (3) Alternate delivery systems exist which do reach and teach prime target populations; (4) Present methods of evaluation defeat the purpose of the legislation; (5) Present funding levels eliminate service to elementary-level students because of the added expense of service to such levels and the punitive results of evaluation of that service.

72. Stanford Research Institute. "Issue Alert: Potential Convergence of Educational Institutions and the Private Sector in the Educational Process." Menlo Park, Ca.: Stanford Research Institute, July 1973.

Argues that there is a need for the integration of public and private sector innovations (etc.) in adult education. Notes the trend of more and more private business involvement in meeting the needs and demands of adult education.

Suggests that USOE should now consider what positions it might take if private business becomes a full partner in the educational process. Offers sample questions for consideration in future planning: "What position would the Office of Education take on the issue of providing some type of institutional assistance to proprietary schools? If voucher proposals continue to be implemented on an experimental basis, would schools run for profit at the elementary or secondary level be eligible to participate?"

73. Stanford Research Institute. Educational Policy Research Center. *Alternative Futures and Educational Policy*. Menlo Park, Ca.: Stanford Research Institute, February 1970.

Tentatively constructs future histories; selects "plausible" futures; and discusses the roles of education in view of projected changes.

Postulates dramatic changes given industrial development such that education's main task will likely be "directed toward responsible stewardship of life on earth..." Predicting troubled times ahead, suggests: "At all levels of education, the problem is presented of how to educate for roles that differ markedly from those in the past in their substance and in their demands for flexibility, openness, and complex understanding."

Develops an educational policy matrix of social tasks that will likely impact on educational areas.

74. Steele, Sara M. *Cost-Benefit Analysis and the Adult Educator*. Syracuse, N.Y.: ERIC Clearinghouse on Adult Education and the Adult Education Association of the U.S.A., 1971.

Reviews cost-benefit literature of interest to the field of adult education and includes a bibliography.

Discusses the concepts involved in cost-benefit analyses of adult education. Suggests that such concepts can be applied more readily and more frequently by informal input-output analysis (e.g., weighing of alternatives, including cost analysis). Urges use of these concepts in planning.

Argues the importance of considering costs in time and energy of educators and participants as well as costs in dollars; the goals of participants as well as the objectives of the institution.

75. Stein, Bruno and Miller, S.M. "Recurrent Education: An Alternative System." New York: New York University, August 1971.

States the need for continuity among the various kinds of recurrent education now available--organizational, proprietary, manpower and anti-poverty programs, correspondence, television, continuing education at the college level, adult education below the college level, and others.

Identifies these targets for such a comprehensive, easily accessible, quality recurrent education system: the disadvantaged, the college dropout, the re-entrant to the job market, and the job shifter and upgrader.

76. Striner, Herbert E. *Continuing Education as a National Capital Investment.* Kalamazoo, Mich.: Upjohn Institute for Employment Research, March 1972.

Analyzes the roles of adult education in advanced industrialized societies. Lists these roles: (1) Adult education aids a population to accept and deal with change in high unemployment and high inflation economies; (2) An advanced industrialized society must see the continuing education, training, and retraining of its labor force as a capital investment; and (3) Without that capital investment, the United States cannot hope to maintain the basis for continuing what has been an impressive historical rate of economic progress up until the 1960s.

Identifies and discusses the manpower needs of service-oriented economies in a context of increasing technological change.

Concludes: "In our inevitable move toward a lifetime continuing education program, there is the necessity for complete subsidization of the program, *including economic support to workers and their families* so that they may live according to conditions associated with their normal economic situation, even while in education and training programs."

Recommends: (1) the enactment of a permanent education and training law providing all educational costs and a personal income stipend; (2) the federalization of all state unemployment insurance funds and the conversion of them into a National Economic Security Fund (NESF) to fund the education-training program and unemployment security benefits; (3) the funding of institutions to encourage the development, expansion and availability of education-training courses and programs; (4) the provision to students or trainees of NESF reimbursement at any accredited institution they choose; (5) special grants for the establishment of residential education-training programs; and (6) the creation of a new administrative organization to implement the act.

77. Thomas, J. Alan and Griffith, William S. *Adult and Continuing Education.* Special Study No. 5. Chicago: University of Chicago Midwest Administration Center, National Education Finance Project, 1970.

Presents a comprehensive financial analysis of adult education, examining the relationships between adult education provisions and their use, especially in the public school context.

Draws data from five school districts in ten states. Surveys nationwide adult participation in various fields of study. Surveys the involvement of government at all levels.

Includes in the theoretical framework concepts of investment versus consumption; available educational opportunities; local income and educational levels; and the nature of private and social demand.

Also analyzes adult education demand (including actual enrollments and expenditures) in fifty sample school districts. Considers existing and possible decision making procedures relevant to program selection.

78. Ulmer, Curtis. "Remediation as a Lifelong Learning Activity." *Journal of Research and Development in Education,* V. 7, No. 4 (Summer 1974), pp. 45-56.

One of several articles in a journal issue devoted to lifelong learning. Defines the need for "lifelong remedial education as "education designed to 'supply a remedy' or education 'intended to correct something;' " "a systematic process of imparting knowledge or skill to supply a remedy." Views this type of education as

relevant to all adults; it is "not a second-class education reserved for second-class citizens."

Identifies some "shortcomings" of the present remedial education system (e.g., "low priority is given by local, state and national government to continuing education programs as compared to formal schooling").

Argues that the "primary responsibility for remedial education rests with the public schools." Further argues that both education for youth and education for adults in public schools must be revised: "When education is seen as a lifelong process, the public schools may be freed from the compulsion of a graded system that operates as a pre-college selection process for middle class children. Options would not be forever closed on the drop-out who left school for a cultural, ethnic or maturity reason." Makes recommendations to achieve this end.

79. UNESCO. *Third International Conference on Adult Education: Final Report.* Tokyo, July 25 to August 7, 1972. Paris: UNESCO, 1972.

Reports the findings and recommendations of a conference mandated to "examine the trends in adult education during the last decade; consider the functions of adult education in the context of life-long education; and review the strategies of educational development in respect of adult education."

Summarizes the major trends in adult education during the last ten years: integration with the formal education system; development of the functional aspects of adult education; emergence as a discipline at universities; diversity of administrative and financial mechanisms; widespread use of mass media in adult education; and international exchange of ideas.

Discusses the roles of adult education in the democratization of education; in economic and social development; in cultural development; and in the integration of all levels of education through the context of life-long education.

Provides twenty-four recommendations related to education and human needs; participation; the use of the mass media; administration, organization and finance; and international co-operation.

Among the recommendations are these:

- "No groups or individuals in society should be denied access to adult education. Participation should be as broadly based as possible. This requires that barriers to access should be removed and that the motivation for adults to learn be specially studied. It should be particularly noted that many adults lack the time and resources to participate in education. Paid study leave, day release and security of employment during study leave should therefore be guaranteed through appropriate legislation. Unemployed workers should have the right to occupational training and to be paid during training. Workers' education and trade union and co-operative education should be promoted. The main thrust of adult education in the 1970s in developing programmes should be to meet the educational needs of traditionally underprivileged groups in many societies. Among these can particularly be mentioned unemployed youth, premature school-leavers in developing countries, the rural population of many countries migrant workers, the aged and the unemployed. Within these groups girls and women are often particularly disadvantaged."

- "A study and understanding of environmental issues inciuding erosion, water conservation, pollution and population questions should be a major concern of adult education."

- "Functional adult education is that which, founded on the relationship between man and work (taking the word *work* in its broadest sense) and linking the development of the working individual with the general development of the community, reconciles the interest of the individual with those of society. Functional education therefore is that in which the individual fulfils himself within the framework of a society whose structures and whose superstructural relations facilitate the full development of human personality. Thus, it helps to produce an individual who is a creator of material and spiritual wealth, while at the same time allowing him unrestricted enjoyment of his creative work. Viewed in this way, functional adult education is, to a great extent, the aspiration of educators throughout the world who are concerned with the effectiveness of their work; its application and efficiency are hampered when there is no mutual relationship of support between the so-called *sub-system* of a particular society, whereas they are considerably facilitated when such sub-systems are harmoniously intertwined and lend one another mutual support."

- "Governments must be committed to adult education and should accord its status equal to that of the formal school system. Member States should therefore substantially increase their budgetary support for adult education. International agencies and organizations such as Unesco and bilateral agencies to development co-operation should devote a considerably larger proportion of their resources to adult education."

80. U.S. Department of Commerce. Office of Minority Business Enterprise. *Report of the Task Force on Education and Training for Minority Business Enterprise.* Washington, D.C.: Task Force on Education and Training for Minority Business Enterprise, January 1974.

Aims at shaping "a national policy and program for providing needed business management skills to existing and potential minority entrepreneurs" and at molding "a system for introducing minority youth to the potentialities of business ownership as a career."

Focuses on education and training in the area of minority enterprise rather than dealing at length "with issues of capital formation, accessibility to markets, or sources of supply."

Addresses these questions:

- "What is the role of education and training in minority business enterprise development?
- What kinds of programs can be initiated to expand minority enterprise and improve its success factor?
- What resources will be required for such programs?
- How can the combined resources of the public and private sectors, at the national, state, and local levels, best be utilized to achieve the Task Force's objectives?"

Includes these findings: (1) "Education and training programs designed to provide needed management and business skills must become an integral part of the national strategy to expand minority business ownership; (2) "Entrepreneurship as a career opportunity for minority youth is given inadequate attention within the total educational system"; and (3) "There is a wide range of existing national, state, and local resources which

can be enlisted to support or conduct minority business enterprise education and training programs for existing, potential and future entrepreneurs."

Concludes that "a comprehensive program for minority business enterprise education and training must be established if the national goal of expanding minority business ownership is to be successful."

Identifies these components for an effective program:

- "The development of basic business education and training programs geared specifically for minority entrepreneurs and their staffs;
- The institution of communication and outreach programs which promote enterprise ownership and related training opportunities;
- The mobilization of existing public and private resources to support or conduct education and training programs;
- The initiation of evaluation, demonstration, and research projects to provide needed data, new program designs, and useful feedback for an effective system to deliver education and training resources and services to minority target groups at the local level; and
- The creation of a delivery system to insure that needed education and training services are provided to the target groups at the local level."

Recommends: (1) establishment of "clear direction at the national level: "no single federal agency has ultimate responsibility for minority business education and training development;" (2) establishment of "coordination at the state and local levels;" (3) establishment of a "delivery system at the local level;" (4) development of "improved curricula and teaching resources;" (5) an increase in the "support for formal business education;" (6) development of "pilot career awareness programs;" (7) establishment of "work experience programs for potential minority entrepreneurs" (on-the-job training opportunities); and (8) recognition of "cultural, social, and economic variables among minority target groups."

81. U.S. Congress. General Accounting Office. *The Adult Basic Education Program: Progress in Reducing Illiteracy and Improvements Needed.* Washington, D.C.: GAO, June 4, 1975.

Reviews and evaluates the ABE program--its accomplishments in reducing illiteracy and its management.

Concludes that the ABE program "successfully reaches only a small fraction of those needing it. Also finds that it is fraught with several problems in management: "OE does not know whether it is making adequate progress in reducing adult illiteracy because it has not established realistic and measurable goals. Also OE has not provided states with definitive criteria for evaluating the program.

Recommends USOE and congressional action to improve the program. To reform USOE management of the ABE program, the GAO recommends that the Secretary of DHEW direct USOE to:

--"Establish clear, measurable objectives for the ABE program, in terms of output or impact, and periodic milestones to measure the program's effectiveness in accomplishing these objectives...OE should also require that state education agencies establish and measure similar objectives.

--Develop guidelines to help its regional program officers monitor and evaluate state program performance and give states specific criteria for evaluating their programs.

--Develop a system to identify potential benefits of special projects and to insure maximum dissemination to, and adoption of, their results by state and local management levels as part of OE's authority to establish an adult education clearinghouse.

--Develop, in consultation with the states, a method for enhancing coordination to eliminate necessary duplication among the states in carrying out special projects and teacher training.

--Enforce the present requirement on state and local programs to coordinate adult education programs with other antipoverty and manpower-training programs, as required by the Adult Education Act, by monitoring state and local programs to insure that such coordination is effective in providing optimum services; and

--Institute procedures to improve the accuracy and timeliness of program statistics and establish separate reporting on enrollments and completions for non-English-speaking enrollees."

82. U.S. Congress. House of Representatives. Committee on Education and Labor. *Elementary and Secondary Education Amendments of 1973, Hearings.* Part 2. 93d Congress, 1st Session. 1973.

Policy statements from various persons concerned with adult education--the field of adult, and federal personnel--are found in great numbers in congressional committee hearings.

This document represents the kind of policy data available through the legislative process. Speaking on behalf of various kinds of amendments to the Adult Education Act are these: Adult Education Association of the U.S.A. (Charles Wood); Coalition of Adult Education Organizations (Ray Ast, Jr.); National Association of Black Adult Educators (Ernest Dow); National Association for Public Continuing and Adult Education (Robert Rupert); National Council of State Directors of Adult Education (Bill Ghan); and National Council of Urban Administrators of Adult Education (Mary Turner).

83. U.S. Congress. House of Representatives. Select Committee on Equal Educational Opportunity. *The Effects of Dropping Out.* Washington, D.C.: Government Printing Office, 1972.

Contains a paper by Henry M. Levin, "The Costs to the Nation of Inadequate Education," which finds that the failure of men 25-34 in 1969 to complete high school cost the nation an estimated $237 billion in national income and $71 billion in foregone government revenues ($47 billion federal and $24 billion state and local) over their lifetimes.

Estimates that welfare expenditures attributable to their inadequate education amount to about $3 billion annually. Estimates that it would have cost about $40 billion to provide them with a minimum of high school completion.

84. U.S. Congress. Library of Congress. Quattlebaum, Charles. *Federal Educational Policies, Programs and Proposals.* Part I. *Background; Issues; Relevant Considerations.* Part II. *Survey of Federal Educational Activities.* Part III. *Analysis and Classification of the Programs.* Washington, D.C.: Government Printing Office, 1968.

Lists, by agency, every federal program relevant to education in the United States. Volume I addresses these topics: the duties of each of the federal agencies in regard to education; the importance of education, and the federal role in it, during the space age; the evolution of federal policies in education (1777-1960); congressional enactments concerning education (1961-66); the history of USOE and NSF; the recommendations of ad hoc advisory commissions (1929-1967); and the policies and actions advocated by active government bodies and private organizations.

Summarizes in Volume III the survey findings in these categories: methods of administration (Chapter 31); levels of education concerned (Chapter 32); geographic areas affected (Chapter 33); number and types of persons affected (Chapter 34); and the nature of federal involvement in cradle to grave education (Chapter 35).

Summarizes the federal role in education as financing, promoting, and administering.

Identifies "a definite pattern of federal support of education in the interest of (1) national defense, (2) international good will, and (3) the general welfare." Places the Adult Education Act (Title III of the Elementary and Secondary Education Act) in the general welfare category; also places in this category programs that have adult education components, such as Headstart and Job Corps.

Suggests that the federal government's numerous and various categorical educational aid programs have changed the nature of the balance of education among state, local, and other powers and has built up a new kind of education structure: "The old structure was built on the concept of the neighborhood school; the local school board; state, local and individual responsibilities for the individual's welfare, including his education; and a strong belief in federal responsibility in education limited to West Point, the Naval Academy, schools for the Indians, and land or money grants to the states for education 'with no strings attached."

The new structure is built on...partnerships among federal, state, and local governments, the universities, the community action groups, and private corporations." Whether this is the proper kind of federal involvement in education is still a controversy.

Capsulizes the proposal (offered over a six-decade period) for a Cabinet-level Department of Education, potentially consolidating "all primarily educational and manpower training programs and responsibilities within a single department".

Concludes that "federal educational policies, programs, and proposals...cannot be evaluated in a vacuum. They must be considered as resulting from such contributing causes as World War II; the Russian challenge to U.S. scientific know-how and the U.S. response in massive federal-aid to education at home and miltary involvement in Vietnam; the Supreme Court's desegregation decision; the Negro ingress to and the white egress from the cities; the population explosion; the advances in automation in the classroom and elsewhere; federal taxing policies; and inflation....crime in the streets, juvenile delinquency, the ghetto riots, the teacher strikes, the campus disturbances."

85. U.S. Department of Health, Education and Welfare. *Work in America.* Cambridge, Mass.: Massachusetts Institute of Technology Press, January 1973.

Analyzes the quality of work in America--looking at such topics as the functions of work; the effects of work on various segments of workers; the physical and mental health costs of work; the redesign of jobs; education and job mobility; and federal policy in relation to the creation of jobs, manpower, and welfare.

Chapter 5, "Work, Education, and Job Mobility," covers worker retraining programs and career, vocational, and other educational alternatives. Lists six shortcomings of the interrelationships between work and education: "(1) The market value of education has driven out its other values. One consequence of this has been to require, needlessly, ever-higher credentials for the same work; (2) Jobs have failed to change in step with the increased educational attainments and concomitant aspirations of the new work force; (3) Vocational education in the high schools has failed to given students useful skills or place them in satisfying jobs; (4) We have largely neglected the educational

needs of older workers; (5) The schools themselves are a workplace, influenced by, and influencing, other workplaces. As such, the schools would benefit from a redesign of their work; and (6) The high schools have not yet discovered a proper role for themselves to play in 'career education'."

86. U.S. Department of Health, Education and Welfare. National Institute of Education. Education and Work Group. Rieder, Corrinne, Associate Director. "Adult Education in the National Institute of Education." Speech prepared for the Adult Education Research Conference, St. Louis, Mo., April 16, 1975.

Reviews NIE program efforts in the area of adult education, noting that the institute has focused on the question of "how to make adult education more widely available through new financial programs, through increased use of the media, through improved post-secondary educational management, through improved recognition of academically important skills and abilities developed in non-traditional ways, and through adult counseling and guidance."

Lists policy issues that might take priority in the future:

- "One issue may be quality of adult education; maintaining quality while increasing access has been a challenge for primary and secondary education. How is adult education meeting these challenges?"
- "Another issue may be closer examination of how changes in the workplace and in society may affect adult education; preparation for industrial democracy may require a different kind of adult education; and in our present concern for occupational preparation, we must not overlook the fact that increasingly large parts of the total adult life may be available for leisure and human enrichment."
- "A third priority for adult education may be creating an educational system that provides for life-long learning in more than name. How can we strengthen linkages among primary, secondary, and postsecondary institutions in the public and private sector so that educational opportunities are not disjunctive, unrelated, and catch-as-catch can?"

- A fourth priority might be to look at ways to prepare adult educators to meet the demand for adult education. "What's now being done to build on the skills of elementary and secondary school teachers who may become available for adult education? What kind of educational renewal may be needed to keep adult educators closer to the lives and needs of their students?"

87. U.S. Department of Health, Education and Welfare. National Institute of Education. Levitin, Teresa. "Plans for Fiscal Year 1972--Adult Career Education. A Draft Report." Mimeographed draft. Washington, D.C.: National Institute for Education, Spring 1974.

Outlines areas of adult education research that NIE might fund, including: alternate ways to finance adult education; guidance programs for lifelong learning; and responsiveness of education institutions and adult career education needs.

Identifies the problem, possible solutions, possible NIE policy questions and strategies, dissemination strategies, and linkages to other programs for each potential research area listed.

Provides a lengthy appendix summarizing the policy recommendations of special commissions and reports in areas related to adult education. Abstracts these reports: UNESCO, *Learning to be;* Frank Newman, *Report on Higher Education;* Samuel Gould, *Diversity by Design;* Carnegie Commission on Higher Education, *New Students and New Places;* National Advisory Council on Vocational Education, *Report of the Minority Conference on Career Education;* DHEW, *Work in America;* George J. Nolfi and Valerie I. Nelson, *Strengthening the Alternative Postsecondary Education System: Continuing and Part-Time Study in Massachusetts;* Rhode Island State Department of Education, *Toward a Master Plan for Continuing Education;* National Committee on Employment of Youth, *Recurrent Education: Constructing an Alternative* (special edition of *New Generation,* V. 5, No. 4): Herbert Striner, *Continuing Education as a National Capital Investment;* and Theodore M. Hesburg and others, *Patterns for Lifelong Learning.*

88. U.S. Department of Health, Education and Welfare. National Institute of Education. Mushkin, Selma J., ed. *Recurrent Education.* Washington, D.C.: Government Printing Office, 1973.

Presents a collection of conference papers addressing policy issues concerning recurrent education as a system--in the United States and abroad. Catalogs twenty-four papers, based on an interchange of ideas among American policy makers and scholars and their European counterparts, in these groups: (1) policy directions; (2) supply and demand; (3) target group focus; (4) education and the world of work; (5) financing and politics of recurrent education; (6) summary of future research directions; and (7) selective bibliography.

Papers of special note include: "The Social Considerations of Recurrent Education, by Frank Newman; "Demand for Recurrent Education," by S. M. Miller; "Recurrent Education: More Equity or Less," by A.H. Halsey; "Towards Flexibility in Working Life," by Gosta Rehn; "U.S. Public Policy and the Evolutionary Adaptability of Postsecondary Education," by Stephen P. Dresch; and "Agenda for Research: A Summary Analysis," by Selma J. Mushkin.

A central policy issue identified by J.R. Gass, Director of OECD's Center for Educational Research and Innovation: "whether the undoubted variety and vitality of U.S. educational institutions, based on the realities of state, regional, and local development, can collectively respond to some new general concept that would change the pattern of economic development."

89. U.S. Department of Health, Education and Welfare. U.S. Office of Education. *An Introduction to Career Education: A Policy Paper of the U.S. Office of Education.* Washington, D.C.: DHEW, 1975.

Makes a "consensus statement" on the concept of career education. Covers these topics: conditions calling for educational reform; the rationale of career education; a generic definition of career education; basic concept assumptions of career education; programmatic assumptions; initial implementations; learner outcomes; and basic educational changes championed by career education.

Several statements indicate an interest in recurrent or lifelong learning:

- One of the conditions calling for educational reform: "The gowing needs for continuing and recurrent education are not being met by our current systems of public education."

- One of the basic concept assumptions of career education: "Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle."

- One of the programmatic assumptions of career education: "It can increasingly be expected that education and work will be interwoven at various times in the lives of most individuals rather than occur in a single sequential pattern."

- One kind of educational policy change championed by the career education movement: "Substantial increases in programs of adult and recurrent education as a responsibility of the public school education system."

90. U.S. Department of Health, Education and Welfare. U.S. Office of Education. *Perspectives of Adult Education in the U.S. and a Projection for the Future.* Report of the Third International Conference on Adult Education, Sponsored by the United Nations Educational, Scientific and Cultural Organization, Tokyo, Japan, July 25 to August 7, 1972. Washington, D.C.: Government Printing Office, October 1972.

Describes adult education in the United States as a local, non-governmental enterprise; and as an organized, sequential learning experience designed to meet the needs of adults and taking place in learning organizations.

Suggests that the need for adult education rests on the need to be able to cope with an increasingly complex society; the need to meet the basic requirements of a democratic society, self-governance; and the need to fulfill one's individual abilities and aspirations.

Looks at the future of adult education in the United States. Lists trends, some of which may receive enough public attention in the future to become a target of public policy: poverty; international economic, informational, and ecological interconnections; redefinition of "affluence" to mean the "opportunity for personal rediscovery and renewal as opposed to acquiring goods and services;" the manipulation by science and technology of human behavior; the seeking of alternative life styles; increased citizen participation in social invention and and public policy formulation; the transformation in the meaning of "work"; and the redefinition of minimum levels and contents of functional literacy.

Presents three premises for forecasting the future of adult education. (1) The methodological premise: several alternative futures are open to invention and decision, but each is limited in its practical implementation by past experiences. Policy questions include: should a general public policy about education of all adults be developed; who should participate in the formation of policy? (2) The historical premise: "Adult Education and learning in the United States has constituted a non-systematized response of human beings and institutions to a wide range of changes in the larger society." (3) The imbeddedness premise: "educative activities of adults in the United States have represented both adaptive and inventive learning responses to a national society in transition...the learning of adults has been imbedded in this society, in its economic, social, and political institutions."

Concludes: "There is little contained in the foregoing speculations [about alternative futures for adult education] which directly addresses the major issue of which aspects of adult learning will or should become enclosed within an emerging system of adult education, characterized by its more formal and systematic approach to achieving specific educational goals. Moreover, there also remains the question of whether or not, and for what reasons, a more mature and comprehensive public policy for the education of adults is called for."

"That analysis has yet to be undertaken. At this point, it appears that the variety, time and place, intensity and scope of adult learning must increase in direct proportion to the pace of social change. Moreover, some, but not all, of the multiple needs and purposes of adult learning will undergo social recognition and legitimation to the extent necessary to bring forth encouragement and support through appropriate public policies. So far, the agency for public policy in this area has been very small compared to the actual size and scope of adult learning. The content of a public policy agenda for adult education has yet to be set forth by any person or agency in detail sufficient to facilitate comprehensive analysis and commend approval. But whatever that content turns out to be, it seems almost certain to be associated with the emerging central themes and issues of a society in transition, one of which is a new and happy concern with the question of who and what education is for."

91. Vermilye, Dyckman W., ed. *The Expanded Campus: Current Issues in Higher Education 1972*. San Francisco: Jossey-Bass Publishers, 1972.

Addresses policy concerns for higher education institutions, including: the political influences on and within the world of higher education; the need to promote and market education as a product in much the same way private businesses market their products; future technologies; institutional problems, such as individualization of instruction and curriculum development.

Particularly relevant to Adult Education are these essays: dilemmas in Accrediting Off-Campus Learning, "Free Universities," and "Credit by Examination."

92. Wohlferd, Gerald H. "Cost Analysis in Education." *Educational Forum*, V. 34 (March 1970), pp. 339-345.

Outlines some of the difficulties of applying industrial cost-benefit analysis techniques to education, but argues it can and must be done.

Suggests that in the case of ABE a start can be made by studies to determine how to identify participant objectives and capabilities; the effect of various teaching methods on different types of participants; and standard methods of allocating expenses.

93. Xerox Corporation. *Federally-Funded ABE Programs*. New York: Xerox, 1967.

Studies ABE with these specific objectives: (1) "to describe the...characteristics of the target population and the influence of these characteristics on both the processes [money, instruction, and technical resources] and the outputs [increased literacy, increased employability, better attitudes toward education, and better citizenship]; (2) "to assess the value and reasonableness of the goals of the program output and to evaluate the degree to which they are being achieved; and (3) to evaluate the adequacy of the resources being applied and the relevancy and efficiency of the instructional variables (process)."

Reports the findings from data gathered through interviews, observation, and mailed questionnaire techniques from local, state, and federal organizational levels and from directors, teachers, and participants. Concentrated research on the ten states having the greatest absolute numbers of illiterate poor: New York, Texas, California, Pennsylvania, North Carolina, Illinois, Georgia, Louisiana, Ohio, and Virginia.

Makes extensive recommendations for considerably changing the ABE program.

94. Youn, Ted I.K. "A Review and Analysis of Major Recurrent Education Proposals and Related Public Policy Issues." Washington, D.C.: Manpower Institute, February 1974.

Addresses the context of public policy on financing adult education. Presents analytical models and proposals for recurrent education offered by experts in the field.

Outlines the key elements of these six recurrent education models: pay as you go; post-payment loan; tax incentive; social insurance prepayment, and credit incentive models. Outlines sample proposals for each of these models, including: the Cartter proposal, the Gosta Rehn proposal, the National Economic Security Fund proposal, the Human Investment Fund proposal; the Mushkin proposal, and the Cotton proposal for a Education and Training Fund.

Lists unresolved policy issues regarding the feasibility of recurrent education as a new system of post-compulsory education, including: what would be the incentive effects on demand; would benefits go disproportionately to upper income groups; how large should the subsidies be; what would be achieved, and with what rate of progress, toward the purposes of recurrent education; and to what extent can a system of recurrent education offer a solution to the emerging imbalance between supply and demand of highly qualified manpower?

95. Ziegler, Warren L. *An Approach to the Futures--Perspectives in American Education.* Syracuse, N.Y.: Syracuse University Research Corporation, May 1970.

Discusses a method of educational planning--Futures-Perspectives--that attempts to comprehensively and systematically speculate about long term possibilities in the educational domain and social environment. Presents a method for thinking about alternative educational futures and states the underlying assumption of the planning mechanism that education is not an isolated set of phenomena, independent of other sectors of society.)

Reviews the plans of American education for the future. Discusses five models that have been developed to synthesize the major ways of viewing the future: the future as the present; the future as an extrapolation of the present; the single alternative future; the technological future; and the comprehensive future.

Presents the conceptual, organizational, and methodological problems involved in the futures perspective. Also includes critiques of this paper.

96. Ziegler, Warren L; and others. "Draft Amendments to the Adult Education Act of 1966 and a Draft Proposal for New Legislation." Mimeographed draft. Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, January 1973.

Proposes amendments to the Adult Education Act of 1966 and offers rationales for them. Then offers a draft of a "Life-Span Educational Development Act" to promote lifelong learning and again provides rationales.

Supports amendments of the Adult Education Act that provide mechanisms for adult participatory decision making in the shaping of adult education programs across the country. For example, suggests requiring "Each local education agency or private non-profit agency which applies for a grant from a state under section 304(b) of the [proposed amendments to the Adult Education] Act shall organize a Council of no less than 15 members, of which no less than two thirds shall be drawn from current or potential participants in the local adult education program." Assigns such a council the responsibility of identifying needs and resources available to meet these needs. Offers this major rationale for such councils: "The successful school administrator or teacher usually represents culturally dominant attitudes and norms...But

often, the member of the target client group does not possess these attitudes nor value his or her conduct according to these norms. There is both a caste and class phenomenon here which can no longer be ignored if the federal government is seriously committed to providing educational opportunities for the hard core illiterates of which they will take advantage. To implement this commitment, potential clients must be brought into the process of determining the conditions for their own education..."

Drafts a piece of legislation for supporting educational opportunities for all citizens throughout their lives. Offers this financing strategy for achieving equal opportunity for access: a National Educational Development Bank which loans participants the money to continue their education. In addition to providing educational stipends, the bank would provide educational maintenance allowances to cover leaving employment and moving localities for obtaining certain education courses. In the public interest, these groups could obtain grants on a non-repayable basis: "the poor, functional illiterates, the unemployed or those seeking employment, and the elderly."

97. Ziegler, Warren L. *Essays on the Future of Continuing Education Worldwide.* Syracuse, N.Y.: Syracuse University Publications Program in Continuing Education, July 1970.

Contains eight seminar papers on these general topics: processes and methods for planning for the future of adult education; projections into the future on such worldwide problems as urbanism, conflict, the population explosion, and specific adult education trends; and the current state of adult education to learn how adult education is shaping its own future.

98. Ziegler, Warren L. "On Civic Literacy". Mimeographed. Syracuse, N.Y.: Syracuse Educational Policy Research Center, 1974.

Argues that civic literacy should be "the central purpose in the educational enterprise of adults in this society." Such a shift in public purpose would require a new public policy, for there is currently an "absence of a public policy which clearly aims at enabling adults to develop the skills and understanding...to engage wisely and effectively with politics and governance, or with non-political structures which nevertheless constitute the major contexts of our lives."

Addresses this question: "what kind of education can enable adults to understand the major issues of their society from the standpoint of doing something about them. That relationship of understanding to action is central to education for civic literacy." Provides other definitions of "civic literacy" by example.

Explains that in civic literacy, the terms "teaching" and "learning" are replaced by "discovering" and "inventing," for as "a language of political intentions and a set of meanings which get expressed in political actions," civic literacy cannot be taught or learned in any conventional way.

In Part II looks into the competencies which persons need to be able to discover and invent the bonds of their political community (e.g., to put civic literacy into practice). Examines the nature of these five competencies: "(1) a willingness and ability to engage in intentional action; (2) a willingness and ability to maintain, and if non-existent or inadequate, create the conditions for others to engage in intentional action; (3) a willingness and ability to maintain, discover, or invent the collective institutions which facilitate an adjudicating among different intentions, including a negotiating among different meanings of intentions, consequences and strategies; (4) a critical capacity (e.g., reflective action) to discover through civic action what are and should be matters of common concern; and (5) a willingness and ability to test, extend, and/or redefine the limits and boundaries to civic action through social invention."

99. Ziegler, W.L. "Recurrent Education: A Model for the Future of Adult Education and Learning in the United States." Mimeographed draft. Syracuse: N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, n.d.

Defines "pure recurrent education" as "a post-compulsory education system for adults, whose basic characteristic is the alternation of periods of education and of active, working life through the life span."

100. Ziegler, Warren. "Towards a Perspective on the Future of Adult Education in the United States: Work in Progress." Mimeographed draft. Syrcause, N.Y.: Syrcacuse University Research Corporation, Educational Policy Research Center, October 1973.

"Sets forth a series of general propositions about adult education and learning," including several that "serve as preliminary recommendations for policy formulation or program development at the local, state or federal (national) level," culled from over 300 pages of material "developed over the past 12-18 months in the Future of Adult Education and Learning Project."

Divides policy propositions into these categories: adult education, adult learning, and youth education; society, social problems, adult education and learning; and targets of opportunity for adult education policy.

Proposes that public educational policy has not yet recognized the dramatic increase of adult participation in educational activities; thus "public funding of institutions, programs, or adult learners" or other public policy has not recognized "that adult education and adult learning represent needs, goals and actions fundamentally different from the custodial, economic and socialization functions of youth education."

Argues that public educational policy should address adult education on its own grounds--as a "nonsystem" that should be supported but not constrained, systematized, or shaped by national policy. Calls for the reconceptualization of education and educational policy with the "understanding that adults can be enabled but not made to develop," through educative activities, the "competencies to reconstruct society according to criteria of humaneness and community." Suggests that the design of the needed new policy approaches "should emerge from participatory action" of all types of adults, from all social classes and levels of prior educational attainment; and that they should not be developed primarily by "experts, adult educators, and teachers, or the policy and administrative apparatus at the federal, state or local level."

PART II

A SELECTIVE BIBLIOGRAPHY OF REFERENCES CONSULTED

TABLE OF CONTENTS

I. Federal Documents Consulted

A. Congress

1. Bills and Acts (and Related Statutes and Codes) 77

2. Committee Hearings 82

3. Articles by Members of Congress and Congressional Reports 84

B. Executive Branch

1. Surveys 87

2. Program Descriptions, Regulations and Reports 92

3. Directories 101

4. Articles in Federal Journals 103

C. Advisory Councils and National Commissions 106

II. Expert Opinion Consulted

A. Publications and Unpublished Materials 110

B. Book Reviews 124

III. Interest Groups Consulted 129

IV. State Publications Consulted 132

V. General Literature Consulted

A. Bibliographies 134

SECTION IA-1.

CONGRESS: BILLS AND ACTS
(AND RELATED STATUTES AND CODES)

Act making appropriations for the Departments of Labor, Health, Education and Welfare, and related agencies, for the fiscal year ending June 30, 1975 and for other purposes. September 18, 1974.

Act of Congress establishing Gaullaudet College. 1864.

Act to establish in the Department of Labor a bureau to be known as the Women's Bureau. Chapter 248. 66th Congress, 2d Session 1920.

Act to extend and amend the Elementary and Secondary Education Act of 1965, and for other purposes, a Mock-Up of PL 93-380. 93d Congress. August 21, 1974.

Act to extend and amend the Elementary and Secondary Education Act of 1965, and for other purposes. 93d Congress, 2d Session. Washington, D.C.: Government Printing Office, 1974.

Adult Education Act of 1966, Title III of PL 89-750 (amended by PL 90-247; PL 91-230; PL 91-600; PL92-318; and PL 93-380).

Agricultural Trade Development and Assistance Act of 1954 (PL 83-480).

Alcohol and Drug Abuse Education Act (PL 91-527 as amended).

Alcohol and Narcotic Addict Rehabilitiation Amendments of 1968. (PL 90-574).

Appalachian Regional Development Act of 1965 (PL 89-4, as amended).

Atomic Energy Act of 1965 (as amended by PL 86-373).

Civil Rights Act of 1964, especially Title IV (PL 88-352).

Clean Air Act, Sec. 103 (PL 88-206; as amended by PL 91-604).

Communications Act of 1934, Title III, Part IV (as amended by PL 87-447, PL 90-129, PL 91-97, PL 92-411, and Pl 98-84).

Community Mental Health Centers Amendments of 1970 (PL 91-211).

Community Schools Act, Sec. 405 (PL 93-380).

Comprehensive Alcohol Abuse and Alcololism Prevention, Treatment, and Rehabilitation Act of 1970 (PL 91-616).

Comprehensive Drug Abuse Prevention and Control Act of 1970 (PL 91-513).

Comprehensive Employment and Training Act of 1973 (PL 93-203).

Cooperative Research Act (PL 89-10 as amended).

Developmental Disabilities Service and Facilities Construction Act of 1970 (PL 91-517).

Domestic Volunteer Service Act of 1973 (PL 93-113).

Drug Abuse Education Act of 1970 (PL 91-527).

Drug Abuse Office and Treatment Act of 1972, Title IV (PL 92-255).

Economic Opportunity Act of 1965 (PL 88-452 amendments).

Economic Opportunity Amendments, Title II, Urban and Rural Community Action Programs (PL 91-77).

Education Amendments of 1972 (PL 92-318).

Education Amendments of 1974 (PL 93-380).

Education of the Handicapped Act (PL 91-230).

Education Professions Development Act (PL 90-35 as amended).

Elementary and Secondary Education Act of 1965 (PL 89-10); Elementary and Secondary Education Amendments of 1966 (PL 89-750; as amended by PL 91-230 and PL 93-380).

Emergency Jobs and Unemployment Assistance Act of 1974 (PL 93-567).

Emergency School Aid Act, Title VII (PL 92-318).

Emergency Unemployment Compensation Act of 1974 (PL 93-572).

Environmental Education Act (PL 91-516).

Family Planning Services and Population Research Act of 1970 (PL 91-572).

Federal Aviation Act (PL 85-726).

Federal Boat Safety Act of 1971 (PL 85-911 as amended).

Federal Civil Defense Act of 1950 (PL 81-920 as amended).

Federal Coal Mine Health and Safety Act of 1969 (PL 91-173).

Federal Metal and Nonmetallic Mine Safety Act (PL 89-577).

Federal Water Pollution Control Act (PL 92-500 as amended).

Fish and Wildlife Coordination Act (16 USC 661-666C).

G.I. Bill (38 USC 1661).

Gun Control Act of 1968, Title I, Organic Act (PL 90-618).

Higher Education Act of 1965 (PL 89-329, PL 92-318 and other amendments).

Highway Safety Acts of 1966, 1970, and 1973 (PL 89-564; PL 91-605 as amended, and PL 93-355).

Housing Act of 1954 (PL 83-560).

Immigration and Nationality Act of 1952 (PL 82-414).

Indian Adult Vocational Training Act of 1956 (PL 84-959).

Indian Education Act, Title IV (PL 92-318).

Indian Self-Determination and Education Assistance Act of 1972 (PL 93-638).

Intergovernmental Personnel Act of 1970 (PL 91-648).

Juvenile Delinquency Prevention Act (PL 92-381).

Library Services and Construction Act (PL 91-600).

"Life-Long Learning Act of 1974." Draft. February 27, 1974.

"Lifetime Learning Act." S 2497. Submitted by Senator Walter Mondale. 94th Congress, 1st Session. October 8, 1975.

Manpower Development and Training Act of 1962 (PL 87-415 and PL 90-636 amendments).

Migration and Refugee Assistance Act of 1962 (PL 87-510).

Mutual Educational and Cultural Exchange Act of 1961 (PL 87-256 as amended).

National Aeronautics and Space Act of 1958 (PL 81-507 as amended).

National Apprenticeship Act of 1937 (PL 75-308).

National Foundation on the Arts and Humanities Act of 1965 (PL 89-209 as amended).

National Science Foundation Act of 1950 (PL 81-507 as amended).

National Sea Grant College and Program Act of 1966 (PL 89-688 and PL 89-454); Reorganization Plan No. 4, 1970.

Occupational Safety and Health Act of 1970 (PL 91-596).

Older Americans Act of 1965 (PL 89-73; as amended by PL 90-42; PL 91-69; PL 92-258; and PL 93-29).

Omnibus Crime Control and Safe Streets Act of 1968 (PL 90-351 as amended).

Organized Crime Control Act of 1970 (PL 91-452).

Partnership for Health Amendments of 1967 (PL 90-174).

Public Health Service Act (PL 78-410).

Public Health Service Act, Title VII, Health Research and Teaching Facilities and Training of Professional Health Personnel (PL 93-45).

Public Works and Economic Development Act of 1965, Title III (as amended by PL 89-136).

Rehabilitation Act of 1973 (PL 93-112).

Revenue Act of 1971 (PL 92-178).

Small Business Act (PL 85-536 as amended).

Smith-Lever Act (7 USC 341 et seq.).

Smithsonian Institution, National Museums and Act Galleries, Title 20, Chapter 3 (USC 41 et seq.).

Snyder Act (1934).

Social Security Act of 1972 (42 USC 303, 603, 1203, 1353, 1383, 1396b).

Social Security Act, Title V, Section 511 (PL 90-248 as amended; 42 USC 711).

Social Security-Lump-Sum Death Payment (PL 92-223).

Tennessee Valley Authority Act of 1933 (as amended; 16 USC 831; 48 Stat. 58).

Trade Expansion Act of 1962 (PL 87-794).

U.S. House of Representatives. *Adult Education Amendments of 1973, A Bill (H.R. 7818).* May 15, 1973. 93d Congress 1st Session.

U.S. Senate. *Adult Education Amendments of 1973, A Bill (S. 1814).* May 15, 1973. 93d Congress, 1st Session.

Urban Mass Transportation Act of 1964 (as amended by PL 93-87).

Veterans' Education and Rehabilitation Equalization Amendments Act of 1974, Title II (PL 93-602).

Veterans' Educational Assistance, Title 38, Part III, Chapter 34 (USC 1650 et seq.). This amendment of the U.S. Code was enacted by the Veterans' Readjustment Benefits Act of 1966 (PL 89-358).

Veterans' Vocational Rehabilitation, Title 38, Part III, Chapter 31, (USC 1501-1511).

Vocational Education Act of 1917 (Smith-Hughes Act, PL 64-347).

Vocational Education Amendments of 1968 (PL 90-576 as amended).

Vocational Rehabilitation Act of 1973 (PL 93-112).

War Orphans' and Widows Educational Assistance, Title 38, Part III, Chapter 35 (USC 1700 et seq.).

Water Resources Research Act of 1964 (PL 88-379).

Women's Education Equity Act of 1974, Sec. 408-410 (PL 93-380).

SECTION IA-2.

CONGRESS: COMMITTEE HEARINGS

U.S. House. Committee on Education and Labor. Ad Hoc Subcommittee on Discrimination Against Women. *Oversight Hearings on Discrimination Against Women.* 92d Congress, 2d Session. Washington, D.C.: Government Printing Office, 1973.

U.S. House. Committee on Education and Labor. General Subcommittee on Education. *Elementary and Secondary Education Amendments of 1973. Hearings.* Part 2; Part 3 and Appendix. 93d Congress 1st Session. Washington, D.C.: Government Printing Office, 1973.

U.S. House. Committee on Veterans' Affairs. *Veterans' Benefits, Title 38, United States Code, (through) December 31, 1974.* Washington, D.C.: Government Printing Office, 1974

U.S. House. Committee on Veterans' Affairs. Subcommittee on Education and Training. *Pending Education Bills and Comments on Report of Educational Testing Service, Princeton, New Jersey, Hearings on Bills Related to War Veterans and Certain of Their Dependents.* 93d Congress, 1st Session. Washington, D.C.: Government Printing Office, 1973.

U.S. House. Subcommittee of the Committee on Appropriations. *Department of Labor and Health, Education, and Welfare Appropriations for 1975, Hearings.* Part 2: *Department of Health, Education and Welfare.* 93d Congress, 2d Session. Washington, D.C.: Government Printing Office, 1974.

U.S. House. Subcommittee of the Committee on Appropriations. *Departments of Labor and Health, Education and Welfare Appropriations for 1975, Hearings.* Part 5: *Office of Education.* 93d Congress, 2d Session. Washington, D.C.: Government Printing Office, 1974.

U.S. Senate. Committee on Appropriations. *Department of Defense Appropriations, Fiscal Year 1974, Hearings.* 93d Congress, 1st Session. Washington, D.C.: Government Printing Office, 1973. (Part 1.: *Department of Defense; Defense Agencies; Public Witnesses;* Part 2.: *Department of the Army;* Part 3.: *Department of the Navy;* Part 4.: *Department of the Air Force;* Part 5.: *Views of Senators; Budget Amendments; Appeals from House Action.*)

U.S. Senate. Committee on Labor and Public Welfare. *Education Legislation, 1973, Hearings*. Part 3: 93d Congress, 1st Session. Washington, D.C.: Government Printing Office, 1973.

SECTION IA-3.

CONGRESS: ARTICLES BY MEMBERS OF CONGRESS
AND CONGRESSIONAL REPORTS

Brademas, John. "A Congressional View of Education R&D and NIE." *Educational Researcher*, V. 3, No. 3 (March 1974), pp. 12-15.

Hart, Philip A. "Washington Viewpoint: Adult Education for Social Change." *Adult Leadership*, V. 17, No. 2 (June 1968), pp. 53-54.

Hartke, Vance R. "Editorial Opinion: Adult Education and the Democratic Process." *Adult Leadership*, V. 16, No. 8 (February 1968), pp. 289-290, 307.

U.S. Congress. General Accounting Office. *The Adult Basic Education Program: Progress in Reducing Illiteracy and Improvements Needed*. Washington, D.C.: Government Accounting Office, June 4, 1975.

U.S. Congress. General Accounting Office. *Report to the Congress: What is the Role of Federal Assistance for Vocational Education?* Washington, D.C.: General Accounting Office, December 31, 1974.

U.S. Congress. Library of Congress. Legislative Reference Service. *Federal Educational Policies, Programs and Proposals*, by Charles A. Quattlebaum. 3v. 90th Congress, 2d Session. Washington, D.C.: Government Printing Office, 1968.

U.S. House. Committee on Education and Labor. *A Compilation of Federal Education Laws*. 92d Congress, 1st Session. Washington, D.C.: Government Printing Office, October 1971.

U.S. House. Committee on Education and Labor. *Education Amendments of 1974, Conference Report*. 93d Congress, 2d Session. Washington, D.C.: Government Printing Office, 1974.

U.S. House. Committee on Education and Labor. *Elementary and Secondary Education Amendments of 1974, Report together with Separate, Dissenting, Additional, and Minority Views, accompanying H.R. 69*. 93d Congress, 2d Session. Washington, D.C.: Government Printing Office, 1974.

U.S. House. Committee on Education and Labor. U.S. Senate Committee on Labor and Public Welfare. *A Compilation of Higher Education Laws, 1972.* 92d Congress, 2d Session. Washington, D.C.: Government Printing Office, 1972.

U.S. House. Committee on Education and Labor. U.S. Senate. Committee on Labor and Public Welfare. *A Compilation of Federal Education Laws, as Amended through December 31, 1974.* Washington, D.C.: Government Printing Office, February 1975.

U.S. House. Committee on Government Operations. *Actions on Recommendations of the National Advisory Commission on Education Professions Development, November 1973. Communication from the Deputy Director, Office of Management and Budget, Executive Office of the President.* Washington, D.C.: Government Printing Office, 1975.

U.S. House. Committee on Government Operations. *Actions on Recommendations of the National Advisory Council on Adult Education, March 1973. Communication from the Deputy Director, Office of Management and Budget, Executive Office of the President.* Washington, D.C.: Government Printing Office, 1975.

U.S. Senate. Committee on Labor and Public Welfare. *Education Amendments of 1974, Report together with Supplemental and Additional Views, accompanying S.1539.* 93d Congress, 2d Session. Washington, D.C.: Government Printing Office, 1974.

U.S. Senate. Committee on Labor and Public Welfare. *Education Amendments of 1974, Conference Report, accompanying H.R. 69.* 93d Congress, 2d Session. Washington, D.C.: Government Printing Office, 1974.

U.S. Senate. Committee on Labor and Public Welfare. *Education Amendments of 1974, Conference Report Mock-up.* July 22, 1974. 93d Congress, 2d Session.

SECTION IB. EXECUTIVE BRANCH

IB-1. Surveys

IB-2. Program Descriptions, Regulations and Reports

IB-3. Directories

IB-4. Articles in Federal Journals

SECTION IB-1.

EXECUTIVE BRANCH: SURVEYS

U.S. Department of Commerce. Social and Economic Statistics Administration. Bureau of the Census. (Hereinafter cited "Commerce. Census.") "Adult Education Survey." Washington, D.C.: Government Printing Office, May 1969.

Commerce. Census. "Adult Education Survey, May 1972." Washington, D.C.: Government Printing Office, 1972.

Commerce. Census. "Characteristics of American Youth: 1972." *Current Population Reports: Special Studies.* Series P-23, No. 44. Washington, D.C.: Government Printing Office, March 1973.

Commerce. Census. "Current Population Survey May 1969." Washington, D.C.: Government Printing Office, 1969.

Commerce. Census. "Current Population Survey, May 1972." Washington, D.C.: Government Printing Office, 1972.

Commerce. Census. "Current Population Survey, October 1972." Washington, D.C.: Government Printing Office, 1972.

Commerce. Census "Educational Attainment: March 1972." *Current Population Reports: Population Characteristics.* Series P-20, No. 243. Washington, D.C.: Government Printing Office, November 1972.

Commerce. Census. "Estimates of the Population of the United States, by Age and Sex: April 1, 1970 to July 1, 1972." *Current Population Reports: Population Estimates and Projections.* Series P-25, No. 489. Washington, D.C.: Government Printing Office, September 1972.

Commerce. Census. "Fertility Expectations of American Women: June 1973." *Current Population Reports: Population Characteristics.* Series P-20, No. 265. Washington, D.C.: Government Printing Office, June 1974.

Commerce. Census. "Fourth County Summary Tapes." December 9, 1972.

Commerce. Census. "Households and Families, by Type: March 1974 (Advance Report)." *Current Population Reports: Population Characteristics.* Series P-20, No. 226. Washington, D.C.: Government Printing Office, July 1974.

Commerce. Census. "Mobility of the Population of the United States, March 1970 to March 1973." *Current Population Reports: Population Characteristics.* Series P-20, No. 262. Washington, D.C.: Government Printing Office, March 1974.

Commerce. Census. "National Longitudinal Surveys: Survey of Work Experience of Males 14-24, 1966."

Commerce. Census. "Persons of Spanish Origin in the United States: March 1973 (Advance Report)." *Current Population Reports: Population Characteristics.* Series P-20, No. 259. Washington, D.C.: Government Printing Office, January 1974.

Commerce. Census. "Persons of Spanish Origin in the United States: March 1973." *Current Population Reports: Population Characteristics.* Series P-20, No. 264. Washington, D.C.: Government Printing Office, May 1974.

Commerce. Census. "Projections of School and College Enrollment: 1971 to 2000." *Current Population Reports: Population Estimates and Projections.* P-25, No. 473. Washington, D.C.: Government Printing Office, January 1972.

Commerce. Census. "Prospects for American Fertility: June 1974 (Advance Data from the June 1974 Current Population Survey)." *Current Population Reports: Population Characteristics.* Series P-20, No. 269. Washington, D.C.: Government Printing Office, September 1974.

Commerce. Census. "School Enrollment in the United States: 1972 (Advance Data, October 1972 Survey)." *Current Population Reports: Population Characteristics.* Series P-20, No. 247. Washington, D.C.: Government Printing Office, February 1973.

Commerce. Census. "School Enrollment in the United States: October 1973 (Advance Report)." *Current Population Reports: Population Characteristics.* Series P-20, No. 261. Washington, D.C.: Government Printing Office, March 1974.

Commerce. Census. "Social and Economic Characteristics of Students: October 1971." *Current Population Reports: Population Characteristics.* Series P-20, No. 241. Washington, D.C.: Government Printing Office, October 1972.

Commerce. Census. "Social and Economic Characteristics of Students, October, 1972." *Current Population Reports: Population Characteristics.* P-20, No. 260. Washington, D.C.: Government Printing Office, February 1974.

Commerce. Census. "The Social and Economic Status of the Black Population in the United States, 1973." *Current Population Reports: Special Studies.* Series P-23, No. 48. Washington, D.C.: Government Printing Office, 1973.

Commerce. Census. (Jointly with the Executive Office of the President, Office of Management and Budget.) *Social Indicators, 1973: Selected Statistics on Social Conditions and Trends in the United States.* Washington, D.C.: Government Printing Office, 1973.

Commerce. Census. *Subject Report: American Indians.* PC(2)-1F. Washington, D.C.: Government Printing Office, June 1973.

Commerce. Census. *Subject Reports: Educational Attainment.* PC (2)-5B. Washington, D.C.: Government Printing Office, March 1973.

Commerce. Census. *Subject Reports: Employment Status and Work Experience.* PC(2)-6A. Washington, D.C.: Government Printing Office, April 1973.

Commerce. Census. *Subject Reports: Negro Population.* PC(2)-1B. Washington, D.C.: Government Printing Office, May 1973.

Commerce. Census. *Subject Reports: Persons Not Employed.* PC(2)-6B. Washington, D.C.: Government Printing Office, June 1973.

Commerce. Census. *Subject Reports: Persons of Spanish Origin.* PC(2)-1C. Washington, D.C.: Government Printing Office, June 1973.

Commerce. Census. *Subject Reports: Vocational Training.* PC(2)-5C. Washington, D.C.: Government Printing Office, May 1973.

Commerce. Census. "Survey of Adult Education--May 1972 CPS, Description of Files and Record Layouts." Washington, D.C.: Bureau of the Census, March 9, 1973.

Commerce. Census. "Survey of Adult Education: Current Population Survey, May 1975." Washington, D.C.: Bureau of the Census, 1975.

Commerce. Census. "Survey of High School Class of 1971." Washington, D.C.: Government Printing Office, n.d.

Commerce. Census. "Undergraduate Enrollment in Two-Year and Four-Year Colleges: October 1970." *Current Population Reports: Population Characteristics*. Series P-20, No. 231. Washington, D.C.: Government Printing Office, February 1972.

Commerce. Census. "Undergraduate Enrollment in Two-Year and Four-Year Colleges: October 1971." *Current Population Reports: Population Characteristics*. Series P-20, No. 236. Washington, D.C.: Government Printing Office, June 1972.

Commerce. Census. "Voter Participation in November 1974 (Advance Report)." *Current Population Reports: Population Characteristics*. Series P-20, No. 275. Washington, D.C.: Government Printing Office, January 1975.

Commerce. Census. "1970 Census of Population." *General Population Characteristics: United States Summary*. Washington, D.C.: Government Printing Office, 1972.

U.S. Department of Health, Education and Welfare (DHEW). U.S. Office of Education (USOE). "Higher Education General Information Survey. Institutional Characteristics of Colleges and Universities: 1972-1973." Washington, D.C.: USOE, 1972.

DHEW. USOE. "Higher Education General Information Survey, Opening Fall Enrollment in Higher Education, 1973." Washington, D.C.: USOE, 1973.

DHEW. Education Division. National Center for Education Statistics (NCES). "The Adult Basic Education Program: 1971-72 Regular and 1972 Summer School Terms." *Consolidated Program Information Report*. Washington, D.C.: NCES, 1975.

DHEW. USOE. NCES. *Adult Basic Education Program Statistics: Students and Staff Data, July 1, 1969-June 30, 1970.* Washington, D.C.: Government Printing Office, 1971.

DHEW. USOE. NCES. *Adult Basic Education Program Statistics: Students and Staff Data, July 1, 1970-June 30, 1971 and Selected Summaries of Fiscal Years 1967-71.* Washington, D.C.: Government Printing Office, 1973.

DHEW. USOE. NCES. *Adult Basic Education Program Statistics: Students and Staff Data, July 1, 1971-June 30, 1972 and Selected Summaries of Fiscal Years 1968-72.* Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. NCES. Adult Education CPS Tapes, 1972. Run-out of tapes; univariate statistics.

DHEW. USOE. NCES. *Adult Education in Community Organizations 1972.* Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. NCES. *Adult Education in Public School Systems, 1968-69 and 1969-70.* Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. NCES. "List of Major Reports Published from Data Gathered by the Higher Education General Information Surveys." (Contains revisions of initial list to date: 1/5/73.)

DHEW. USOE. NCES. *Noncredit Activities in Institutions of Higher Education, 1967-68: Professional and Technical Refresher Courses.* Washington, D.C.: Government Printing Office, 1973.

DHEW. USOE. NCES. Oakes, Imogene E. "Participation in Adult Education, 1969." Washington, D.C.: NCES, December 7, 1970.

DHEW. USOE. NCES. "Participation in Adult Education." September 1971.

DHEW. USOE. NCES. *Participation in Adult Education, Initial Report 1969.* Washington, D.C.: Government Printing Office, 1971.

DHEW. USOE. NCES. *Participation in Adult Education: Final Report, 1969.* Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. NCES. *Vocational Education: Characteristics of Students and Staff, 1972.* Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. NCES. "Women in Adult/Continuing Education." (Summary of *Participating in Adult Education, 1969, Initial Report.*)

SECTION IB-2.

EXECUTIVE BRANCH: PROGRAM DESCRIPTIONS
REGULATIONS, AND REPORTS

Executive Office of the President. Office of Management and Budget. (OMB). "A Guide to the Federal Budget Documents." Washington, D.C.: OMB, January 1974.

Executive Office of the President. Office of Management and Budget. "Evaluation, Review and Coordination of Federal and Federally Assisted Programs and Projects." Circular #A-95, Revised. November 13, 1973.

Executive Office of the President. Office of Management and Budget. "Information Required for the Budget and the Budget Appendix." *Preparation and Submission of Budget Estimates (June 1974).*

Executive Office of the President. Office of Management and Budget. "Instructions for Requesting OMB Approval under the Federal Reports Act." Washington, D.C.: OMB, n.d.

Executive Office of the President. Office of Management and Budget. "OMB Education Analysis. Federal B.A. and Outlays by Level Agency and Bureau (In Millions of Dollars)." Computer Printout for *Special Analyses: Budget of the United States Government, 1974.*

Executive Office of the President. Office of Management and Budget. *Special Analyses: Budget of the United States Government, Fiscal Year 1975.* Washington, D.C.: Government Printing Office, n.d.

Executive Office of the President. Office of Management and Budget. "Special Analysis H: Federal Education Programs." Washington, D.C.: January 1973. (Reprint of pp. 103-118 of *Special Analyses: Budget of the United States Government,* 1974.)

Executive Office of the President. Office of Management and Budget. "To the Heads of Executive Departments and Establishments. Subject: Instructions on budget execution." Circular No. A-34, Revised. Washington, D.C.: OMB, July 10, 1971.

Executive Office of the President. Office of Management and Budget. "To the Heads of Executive Departments and Establishments. Subject: Preparation and submission of budget estimates." Circular No. A-11 revised Transmittal Memorandum No. 41. Washington, D.C.: OMB, June 28, 1974.

Executive Office of the President. Office of Management and Budget. *1974 Catalog of Federal Domestic Assistance.* Washington, D.C.: Government Printing Office, 1974.

Executive Office of the President. Office of Management and Budget. *1975 Catalog of Federal Domestic Assistance.* Washington, D.C.: Government Printing Office, 1975.

Executive Order 11562, September 25, 1970, "Developing and Coordinating a National Program for Physical Fitness and Sports." (35 F.R. 15063).

National Interagency Committee on Education. "Federal Programs for Reading and Literacy Improvement, for Adults and Children, by Agency." Mimeographed draft. August 27, 1974.

Federal Interagency Committee on Education. "Reading and Literacy Programs of Federal Agencies." Washington, D.C.: FICE, September 1974.

General Services Administration. National Archives and Records Service. Office of the Federal Register. "A Codification of Documents of General Applicability and Future Effect as of October 1, 1974." *Code of Federal Regulations, Title 45 Public Welfare, Parts 100 to 199.* Washington, D.C.: Government Printing Office, 1974.

General Services Administration. Office of Federal Management Policy. "Federal Management Circular FMC 74-7: Uniform Administration Requirements for Grants-in-Aid to State and Local Governments." September 13, 1974.

National Endowment for the Humanities. *American Issues Forum: A National Program for the Bicentennial Year, Fiscal Prospectus.* Washington, D.C.: National Endowment for the Humanities, December 1974.

National Science Foundation. Higher Education Panel. "Survey of Centers Providing Continuing Education in Science, Engineering, Mathematics, and Technology." Mimeographed draft. Washington, D.C.: NSF, May 2, 1974.

Order of Secretary of Health, Education, and Welfare, July 7, 1969 (34 F.R. 12190); and Department of Health, Education and Welfare Reorganization Order, August 12, 1969 (34 F.R. 14700) regarding Office of Child Development.

President of the United States. "Indian Self-Determination and Education Assistance Act," statement upon signing the bill into law. January 4, 1975.

U.S. Department of Agriculture. Extension Service. "Extension Service USDA: Functions, Objectives, and Responsibilities." Washington, D.C.: USDA, May 1971.

U.S. Civil Service Commission. Bureau of Training. *Employee Training in the Federal Service, Fiscal Year 1973.* Washington, D.C.: Government Printing Office, February 1974.

U.S. Department of Commerce. Office of Minority Business Enterprise. *Report on the Task Force on Education and Training for Minority Business Enterprise.* Washington, D.C.: Interagency Council on Minority Business Enterprise, January 1974.

U.S. Department of Defense. Office of the Assistance Secretary of Defense (Education). *A Summary of Voluntary Education in the Armed Forces.* May 3, 1974.

U.S. Department of Health, Education and Welfare (DHEW). Assistant Secretary of Education, Virginia Trotter. "A Different Kind of Future." Speech presented at the 66th annual meeting of the American Home Economics Association, San Antonio, Texas, June 25, 1975.

DHEW. Commissioner of Education, T.H. Bell. "Adult Education--Another Name for Lifetime Learning." Prepared for the Multi-National Workshop on Basic and Functional Education for Adults, Dulles Airport, Virginia, January 5, 1975.

DHEW. Commissioner of Education. T.H. Bell. "Building a Stronger America through a More Viable Home-School Partnership." Speech prepared for the Annual Convention of the American Association of School Administrators, Dallas, Texas, February 23, 1975.

DHEW. Commissioner of Education, T.H. Bell. "Making Outreach Work." Speech presented at the annual meeting of the Council of Chief State School Officers, St. Thomas Island, November 18, 1974.

DHEW. Commissioner of Education, T.H. Bell. "The New Partnership--Academia and the World of Work." Paper presented to the Annual Meeting of the College Entrance Examination Board, Washington, D.C., October 29, 1974.

DHEW. Commissioner of Education, T.H. Bell. "Office of Education Forward Plan, 1976-1980." Mimeographed draft. Washington, D.C.: DHEW, USOE, June 1974.

DHEW. "Community Service and Continuing Higher Education Act Education Program." *Federal Register*, V. 31 (April 8, 1966), p. 5562; and *Federal Register*, V. 34 (August 7, 1969), p. 12830.

DHEW. National Institute of Education. *Career Education Program: Program Plan for Fiscal Year 1975.* Washington, D.C.: NIE, September 1974.

DHEW. National Institute of Education. "Education Vouchers: A Research Design and Implementation Strategy." March 13, 1974.

DHEW. National Institute of Education. "Plans for Fiscal Year 1975--Adult Career Education," by Teresa Levitin. Mimeographed draft. Spring 1974.

DHEW. National Institute of Education. "Postsecondary Activities." Prepared for the American Council on Education seminar, June 5, 1975.

DHEW. National Institute of Education. *Recurrent Education,* Selma J. Mushkin, ed. Washington, D.C.: Government Printing Office, 1973.

DHEW. National Institute of Education. Education and Work Group. Rieder, Corrine. "Adult Education in the National Institute of Education." Speech presented to the Adult Education Research Conference, St. Louis, Mo., April 16, 1975.

DHEW. Office of Civil Rights. "Title 45-Public Welfare; Subtitle A, Department of Health, Education and Welfare, General Administration; Part 86, Nondiscrimination on the Basis of Sex in Education Programs and Activities Receiving or Benefiting from Federal Financial Assistance." Washington, D.C.: Government Printing Office, 1975.

DHEW. Office of Civil Rights. "Title IX Questions and Answers." Washington, D.C.: DHEW, June 1975.

DHEW. U.S. Office of Education (USOE). "Adult Education Annual Program Report." Washington, D.C.: USOE, 1972.

DHEW. UOSE. "Adult Education: Proposed State Program Regulations." *Federal Register*, V. 40, No. 14 (January 21, 1975), pp. 3382-3389.

DHEW. USOE. "Adult Education: Special Projects and Teacher Training. *Federal Register*, V. 39, No. 102 (May 24, 1974), pp. 18388-18394.

DHEW. USOE. *An Introduction to Career Education: A Policy Paper of the U.S. Office of Education.* Washington, D.C.: Government Printing Office, 1975.

DHEW. USOE. *Annual Report of the U.S. Commissioner of Education, March 31 1974.* Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. "Community Education Program Proposed Rulemaking." *Federal Register*, Docket 75-10042 filed April 17, 1975.

DHEW. USOE. "Desegregation of Public Education: Notice of Proposed Rulemaking." *Federal Register*, V. 40, No. 52, Part III (March 17, 1975), pp. 12244-12250.

DHEW. USOE. "Education Briefing Paper: Title IX." September 1974.

DHEW. USOE. "Higher Education Personnel Training Programs, 1974-1975: Fellowship Programs." Washington, D.C.: DHEW, 1975.

DHEW. USOE. Memorandum from Deputy Commissioner of Planning to Commissioner of Education, "Issue on Federal Role in Continuing Education." May 30, 1975.

DHEW. USOE. Memorandum from Lovell, Mary G., Planning Office, Bureau of Occupational and Adult Education to Robert J. Maroney, Acting Director, Vocational and Handicapped Programs Division, regarding adult education policy questions. August 6, 1974.

DHEW. USOE. Memorandum from Nunney, Derek N., Adult Basic Education Program, regarding the Inventory of Federally Supported Adult Education Programs. March 5, 1968.

DHEW. USOE. Memorandum from Welden, Gene to Paul Messier, comments on "Draft paper on 'Issues on Federal Role in Continuing Education'." May 22, 1975.

DHEW. USOE. *Perspectives of Adult Education in the United States and A Projection for the Future.* Washington, D.C.: Government Printing Office, 1972.

DHEW. USOE. "Preliminary Draft of Regulations for Adult Education State Grant Program." September 1974.

DHEW. USOE. "Right to Read Program, Reading Academy Program." *Federal Register,* V. 40, No. 83 (April 29, 1975), pp. 18551-18556.

DHEW. USOE. "State Adult Education Programs, Guidelines." *Federal Register,* V. 38, No. 177 (September 13, 1973), pp. 25652-25654.

DHEW. USOE. "State Adult Education Programs." *Federal Register,* V. 39, No. 106 (May 31, 1974), pp. 19224-19229.

DHEW. USOE. "State Adult Education Programs: Financial Assistance." *Federal Register,* V. 40, No. 79, Part II (April 23, 1975).

DHEW. USOE. "State Vocational Education Programs." Proposed rules. *Federal Register,* V. 40, No. 152 (August 6, 1975), pp. 33017-33019.

DHEW. USOE. "The Indian Education Act of 1972," a description. Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. Bureau of Occupational and Adult Education. Division of Adult Education. *Adult Education Special Experimental Demonstration Projects, Fiscal Year 1973.* Washington, D.C.: DHEW, August 1973.

DHEW. USOE. Bureau of Occupational and Adult Education. *Adult Education Special Experimental Demonstration and Teacher Training Projects,* Fiscal Year 1974. Washington, D.C.: DHEW, October 1974.

DHEW. USOE. Bureau of Occupational and Adult Education. Division of Adult Education. "Adventure in Human Development: Adult Education Program." *Fact Sheet,* n.d.

DHEW. USOE. Bureau of Occupational and Adult Education. Division of Adult Education. "Long Range Planning." Mimeographed draft. June 1975.

DHEW. USOE. Bureau of Occupational and Adult Education. Division of Adult Education. "The Current Federal Role in Adult Education." Mimeographed draft. 1975.

(DHEW. USOE. Bureau of Occupational and Adult Education. Division of Adult Education.) Delker, Paul V. "Governmental Roles in Lifelong Learning." *Journal of Research and Development in Education*, V. 7, No. 4 (Summer 1974), pp. 24-33.

DHEW. USOE. Office of Planning, Budgeting, and Evaluation. *Annual Evaluation Report on Programs Administered by the U.S. Office of Education, FY 1973.* Draft for administrative use only.

DHEW. USOE. Office of Planning, Budgeting, and Evaluation. *Annual Evaluation Report on Programs Administered by the U.S. Office of Education, FY 1974.* n.d.

DHEW. Office of the Secretary. "Privacy Rights of Parents and Students." *Federal Register*, V. 40, No. 3, Part III (January 6, 1975), pp. 1208-1216.

DHEW. Regional Office: Denver, Colorado. "Draft Issue Paper on Adult Basic Education." August 22, 1974.

DHEW. Special Task Force to the Secretary of DHEW. *Work in America.* Cambridge, Mass.: MIT press, November 1973.

DHEW. Social Security Administration. Office of Administration. Division of Training and Career Development. "Social Security Center for Continuing Education." Fall 1974 adult education graduate-undergraduate catalog. September 1974.

U.S. Department of Housing and Urban Development. "Special Report: The Urban Observatory Program." Washington, D.C.: reprint of *Nation's Cities*, the magazine of the National League of Cities, December 1974.

U.S. Department of Justice. Federal Prison Industries, Inc. "Education and Vocational Training: Annual Report FY 1972." Washington, D.C.: U.S. Department of Justice, Bureau of Prisons Education Branch, FY 1973.

U.S. Department of Labor (DOL). "Critical Problems of Urban Labor Markets." Reprint from 1971 *Manpower Report of the President.* Washington, D.C.: Government Printing Office, 1971.

DOL. "Government Expenditures and Manpower Requirements." Reprint from *1971 Manpower Report of the President.* Washington, D.C.: Government Printing Office, 1971.

DOL. "New Developments in Manpower Programs." Reprint from *1971 Manpower Report of the President.* Washington, D.C.: Government Printing Office, 1971.

DOL. "Statistics on Manpower." Reprint from *1971 Manpower Report of the President,* 1971.

DOL. *1972 Manpower Report of the President.* Washington, D.C.: Government Printing Office, March 1972.

DOL. *1973 Manpower Report of the President.* Washington, D.C.: Government Printing Office, March 1973.

DOL. *1974 Manpower Report of the President.* Washington, D.C.: Government Printing Office, April 1974.

DOL. *1975 Manpower Report of the President.* Washington, D.C.: Government Printing Office, April 1975.

DOL. Employment Standards Administration. "Women's Bureau. American Women at the Crossroads: Directions for the Future." Fiftieth Anniversary Conference, Washington, D.C., June 11 to 13, 1970.

DOL. Employment Standards Administration. Women's Bureau. "Brief Highlights of Major Federal Laws and Order on Sex Discrimination." n.d.

DOL. Employment Standards Administration. Women's Bureau. *Continuing Education for Women: Current Developments.* Washington, D.C.: DOL, 1974.

DOL. Employment Standards Administration. Women's Bureau. "Highlights of Women's Employment and Education." n.d.

DOL. Employment Standards Administration. Women's Bureau. "Why Women Work." n.d.

DOL. Office of the Secretary. "High Unemployment Areas: Comprehensive Manpower Programs and Grants." *Federal Register,* V. 40, No. 101, Part II (May 23, 1975), pp. 22674-22719.

Veterans Administration (VA). "Benefits for Veterans and Service Personnel with Service Since January 31, 1955, and Their Dependents." VA Pamphlet 20-67-1, Revised. January 1975.

VA. Office of General Council. *Legislative Status Report.* 93d Congress, 1st Session. Issue No. 13. January 7, 1974.

SECTION IB-3.

EXECUTIVE BRANCH: DIRECTORIES

A Directory of the Education Division of the United States Department of Health, Education, and Welfare. Washington, D.C.: Capitol Publications, n.d.

U.S. Department of Health, Education, and Welfare. (DHEW). *HEW Catalog of Assistance: Programs Providing Financial Support and Services: States, Communities, Organizations, and Individuals.* Washington, D.C.: Government Printing Office, annual.

DHEW. U.S. Office of Education (USOE). *College and University Degree Programs for the Preparation of Professional Adult Educators, 1970-71.* Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. *Education Directory: Education Associations, 1974.* Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. *Selected Statistical Notes on American Education, May 1974.* Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. Bureau of Higher Education. *Factbook, Bureau of Higher Education: Summary of Program Information Through Fiscal Year 1973.* Washington, D.C.: USOE, n.d.

DHEW. Education Division. National Center for Education Statistics (NCES). *The Condition of Education: A Statistical Report on the Condition of American Education 1975.* Washington, D.C.: Government Printing Office, 1975.

DHEW. USOE. NCES. *Digest of Educational Statistics, 1972 Edition,* by Kenneth A. Simon, and Vance W. Grant. Washington, D.C.: Government Printing Office, 1973.

DHEW. USOE. NCES. *Digest of Educational Statistics, 1973 Edition.* by W. Vance Grant and C. George Lind. Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. NCES. *Directory of Postsecondary Schools With Occupational Programs, 1971: Public and Private.* Washington, D.C.: Government Printing Office, 1973.

DHEW. USOE. NCES. *Directory of Secondary Schools With Occupational Curriculums: Public-Nonpublic 1971*. Washington, D.C.: Government Printing Office, 1973.

DHEW. USOE. NCES. *Projections of Educational Statistics to 1982-83, 1973 Edition*, by Martin M. Frankel and J. Fred Beamer. Washington, D.C.: Government Printing Office, 1974.

DHEW. USOE. NCES. *Projects, Products, and Services of the National Center for Education Statistics 1973*, by William Dorfman. Washington, D.C.: Government Printing Office, 1973.

U.S. Department of Labor. Bureau of Labor Statistics. *Occupational Outlook for College Graduates, 1972-73 Edition*. Bulletin 1730. Washington, D.C.: Government Printing Office, 1972.

SECTION 18-4.

EXECUTIVE BRANCH: ARTICLES IN FEDERAL JOURNALS

Ashenfelter, Orley. "Manpower Training and Earnings." *Monthly Labor Review* (April 1975), pp. 46-48.

"CETA Participant Characteristics." *Manpower* (April 1975), p. 23.

Deutermann, William V. "Educational Attainment of Workers, March 1973." *Monthly Labor Review*, V. 97, No. 1 (January 1974), pp. 58-62.

Dicesare, Constance Bogh. "Changes in Occupational Structure of U.S. Jobs." *Monthly Labor Review*, V. 98, No. 3 (March 1975), pp. 24-34.

Executive Office of the President. Office of Management and Budget. "Current Development in Federal Statistics." *Statistical Reporter*, No. 74-9 (March 1974).

Executive Office of the President. Office of Management and Budget. "Current Developments in Federal Statistics." *Statistical Reporter*, No. 74-11 (May 1974).

Executive Office of the President. Office of Management and Budget. "Current Developments in Federal Statistics." *Statistical Reporter*, No. 74-12 (June 1974).

"Federal Money for Education: Programs Administered by the U.S. Office of Education, Fiscal Year 1969." *American Education* (February 1969).

"From Service to Campus." *American Education*, V. 9, No. 7. (August-September 1973), pp. 27-30.

"Guide to OE-Administered Programs, Fiscal Year 1974." *American Education*. (reprint of March 1974).

"Guide to OE-Administered Programs, Fiscal Year 1975." *American Education*, V. 11, No. 6 (July 1975), pp. 32-39.

"Is Voc Ed Doing the Job." *Manpower* (April 1975), pp. 24-28.

Johnston, Denis F. "Educational of Adult Workers: Projections to 1985." *Monthly Labor Review*, V. 93, No. 8 (August 1970), pp. 43-56.

Kaufman, Rose Jean; Fisher, Joseph; and Magan, John R. "Career Education Finds Strength in Union(s)." *Manpower* (March 1975), pp. 25-27.

McEaddy, Beverly J. "Special Labor Force Report -- Educational Attainment of Workers, March 1974." *Monthly Labor Review*, V. 98, No. 2 (February 1975), pp. 64-69.

Shales, Tom. "The Job Corps at Ten." *Manpower* (March 1975), pp. 3-9.

SECTION IC. ADVISORY COUNCILS AND NATIONAL COMMISSIONS

SECTION IC

EXECUTIVE BRANCH: ADVISORY COUNCILS AND NATIONAL COMMISSIONS

Advisory Committee on Accreditation and Institutional Eligibility. *Annual Report 1974.* Mimeographed. Washington, D.C.: Advisory Committee on Accreditation and Institutional Eligibility, 1974.

Advisory Council on Developing Institutions. *Strengthening Developing Institutions. Title III of the Higher Education Act of 1965, Annual Report.* Washington, D.C.: Advisory Council on Developing Institutions, March 1975.

Advisory Council on Developing Institutions. *Strengthening Developing Institutions. Title III of the Higher Education Act of 1965, Annual Report.* Washington, D.C.: Advisory Council on Developing Institutions, March 1975.

Advisory Council on Financial Aid to Students. *First Annual Report.* Washington, D.C.: Advisory Council on Financial Aid to Students, March 21, 1975.

National Advisory Commission on Criminal Justice Standards and Goals. *Corrections.* Washington, D.C.: Government Printing Office, 1974.

National Advisory Committee on Adult Basic Education. *Adult Basic Education - Meeting the Challenges of the 1970's.* First Annual Report. Washington, D.C.: National Advisory Committee on ABE, August 1968.

National Advisory Committee on Handicapped Children. *Basic Education Rights for the Handicapped, 1973 Annual Report.* Washington, D.C.: DHEW, June 30, 1973.

National Advisory Committee on Handicapped Children. *Third Annual Report, 1970.* Washington, D.C.: DHEW, June 1970.

National Advisory Committee on the Education of Bilingual Children. *First Annual Report.* Washington, D.C.: National Advisory Committee on the Education of Bilingual Children, 1974.

National Advisory Council on Adult Education. *A Target Population in Adult Education.* Washington, D.C.: Government Printing Office, November 1974.

National Advisory Council on Adult Education. *Adult Education: State Demographic Data.* Washington, D.C.: NACAE, October 1973.

National Advisory Council on Education. *Annual Report.* Washington, D.C.: NACAE, 1972.

National Advisory Council on Adult Education. *Annual Report, March 1973.* Washington, D.C.: NACAE, 1973.

National Advisory Council on Adult Education. *Annual Report, March 1974.* Washington, D.C.: NACAE, 1974.

National Advisory Council on Adult Education. *Career Education.* Washington, D.C.: NACAE, May 1972.

National Advisory Council on Adult Education. *Federal Activities in Support of Adult Education.* Washington, D.C.: NACAE, revised November 1972.

National Advisory Council on Adult Education. "National Clearinghouse on Adult Education: A Position Paper for the U.S. Commissioner of Education, Revised Draft." Washington, D.C.: NACAE, June 1975.

National Advisory Council on Adult Education. "1975 Recommendations." Washington, D.C.: NACAE, 1975.

National Advisory Council on Education Professions Development. *Staffing the Learning Society: Recommendations for Legislation.* Washington, D.C.: National Advisory Council on Education Professions Development, April 1975.

National Advisory Council on Equality of Educational Opportunity. *Third Interim Report.* Portland, Oregon: National Advisory Council on Equality of Educational Opportunity, 1975.

National Advisory Council on Extension and Continuing Education. *A Measure of Success: Federal Support for Continuing Education.* 7th Annual Report and Recommendations. Washington, D.C.: Government Printing Office, March 31, 1973.

National Advisory Council on Extension and Continuing Education. *Equity of Access: Continuing Education and the Part-Time Student.* 9th Annual Report. Washington, D.C.: National Council on Extension and Continuing Education, March 1975.

National Advisory Council on Extension and Continuing Education. *Sixth Annual Report.* Washington, D.C.: Government Printing Office, 1972.

National Advisory Council on Extension and Continuing Education. *The Importance of Service: Federal Support for Continuing Education.* 8th Annual Report. Washington, D.C.: National Advisory Council on Extension and Continuing Education, March 1974.

National Advisory Council on the Education of Disadvantaged Children. "1975 Annual Report to the President and the Congress," Draft. Washington, D.C.: National Advisory Council on the Education of Disadvantaged Children, 1975.

National Advisory Council on Vocational Education. Annual Reports. Washington, D.C.: National Advisory Council on Vocational Education, July 15, 1969; November 15, 1969; July 10, 1970; January 16, 1971; and June 21, 1971.

National Advisory Council on Vocational Education. *Counseling and Guidance: A Call for Change.* Washington, D.C.: National Advisory Council on Vocational Education, June 1, 1972.

National Advisory Council on Vocational Education. *Indian Education: A Special Report.* Washington, D.C.: National Advisory Council on Vocational Education, December 1973.

National Advisory Council on Vocational Education. *Vocational Student Organizations.* Washington, D.C.: National Advisory Council on Vocational Education, November 15, 1972.

National Advisory Council on Vocational Education. *National Policy on Career Education.* Washington, D.C.: National Advisory Council on Vocational Education, September 1974.

National Commission on the Financing of Postsecondary Education. *A Context for Policy Research in Financing Postsecondary Education.* Washington, D.C.: Government Printing Office, June 1974.

National Commission on the Financing of Postsecondary Education. *A Framework for Analyzing Postsecondary Education Financing Policies.* Washington, D.C.: Government Printing Office, May 1974.

National Commission on the Financing of Postsecondary Education.
Financing Postsecondary Education in the United States.
Washington, D.C.: Government Printing Office, December 1973.

SECTION IIA.

EXPERT OPINION: PUBLICATIONS AND UNPUBLISHED MATERIALS

Aker, George F. and Schroeder, Wayne L., eds. *Resource Development and Utilization in Adult Basic Education, Final Report.* Tallahassee, Fla.: Florida State University Department of Adult Education, 1970. (Final report of the National Institute on Resource Development and Utilization in ABE.)

American Institutes for Research. *Product Development Report.* 20V. Palo Alto, Ca.: American Institutes for Research, 1971-72.

Astin, Alexander; King, Margo R.; Light, John M; and Richardson, Gerald T. *The American Freshman: National Norms for Fall 1973.* Los Angeles: American Council on Education and University of California at Los Angeles, n.d.

Atwood, H. Mason and Ellis, Joe. "The Concept of Need: An Analysis for Adult Education." *Adult Leadership,* V. 19 (January 1971), pp. 210-212 passim.

Baillie, Susan. "Community Education and Adult Education: Prospects for the Future." Mimeographed draft. Syracuse, N.Y.: Syracuse University Research Center, Educational Policy Research Center, May 1974.

Benton, Ishmael C. "Adult Education and Public Radio." *Adult Leadership,* V. 20, No. 3 (September 1971), pp. 105-106.

Berg, Ivar. *Education and Jobs: The Great Training Robbery.* Boston: Beacon Press, 1971.

Berke, Joel S. and Kirst, Michael W. *Federal Aid to Education: Who Benefits? Who Governs?* Lexington, Mass.: D.C. Heath and Co., 1972.

Bezdek, Roger H. "Long-Range University Planning in View of an Uncertain Future for College Graduates." *Journal of Higher Education,* V. 43, No. 4 (April 1972), pp. 267-271.

Burke, Ross. "The Structures of Need." Mimeographed draft. Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, April 1974.

Burnell, Jerrold B. "Recent Trends in Air Force Higher Education." *Adult Leadership*, V. 23, No. 6 (December 1974), pp. 177-180.

Cabinet Committee on Opportunities for Spanish Speaking People. *Review: National Coordination of Migrant Programs*. Washington, D.C.: Cabinet Committee on Opportunities for Spanish Speaking People, n.d.

Carp, Abraham; Peterson, Richard; and Roelfs, Pamela, "Learning Interests and Experiences of Adult Americans." Pre-publication draft. Berkeley, Ca.: Educational Testing Service, March 28, 1973.

Carper, Jean. "Uncle Sam's Squeeze on Students." *Washington Post*, April 27, 1975.

Cartter, Allan M. "The Future Financing of Postsecondary Education." Paper presented at the 56th annual meeting of the American Council on Education, Washington, D.C., October 11, 1973.

Castaldi, Basil. *The Expanded Role of Higher Education: A Comprehensive Plan for Adult Education*. Fall River, Mass.: Bristol Community College, Dean of Academic Affairs, 1974.

Charters, A.N. *Report on the 1969 Galaxy Conference of Adult Education Organizations*. Syracuse, N.Y.: Publications in Continuing Education, February 1971.

Charters, Alexander N. and Rivera, William, eds. *International Seminar on Publications in Continuing Education: Notes and Essays on Education for Adults*. Syracuse, N.Y.: Publications in Continuing Education, May 1972.

Christoffel, Pamela. *A Compilation of Federal Programs Financing Postsecondary Education*. Washington, D.C.: National Commission on the Financing of Postsecondary Education, December 1973.

Christoffel, Pamela and Rice, Lois. *Federal Policy Issues and Data Needs in Postsecondary Education: Final Report to the National Center for Education Statistics*. Washington, D.C.: Government Printing Office, 1975.

Coleman, James S. "The Transition from Youth to Adult." *New York University Education Quarterly* (April-May 1974), pp. 2-5.

Congressional Quarterly Service. "Educational Television." In *Federal Role in Education*. Washington, D.C.: Congressional Quarterly, 1967, pp. 59-61.

Conn, R. "A Study of Adult Education Preferances of Older Age Residents in Selected Retirement Residences in the District of Columbia." Unpublished dissertation. Washington, D.C.: George Washington University, 1972.

Coolican, Patricia M. "Self-Planned Learning: Implications for the Future of Adult Education." Mimeographed draft. Syracuse, N.Y.: Syracuse University Research Corporation, April 1974.

Coyle, H.F. Jr.; and others. *Project TOTAL--To Teach All: An Inquiry into the Development of a Model for Identifying Unmet Needs in Urban Post-Secondary Educational Offerings*. Final Report. Akron: Akron University Center for Urban Studies, December 1973.

Crawford, Jack.; Kratochvil, Daniel W.; Wright, Calvin E. *Evaluation of the Impact of Educational Research and Development Products*. Palo Alto, Ca.: American Institutes for Research, March 1972.

Darkenwald, Gordon G.: Beder, Harold W.; and Adelman, Aliza K. *Problems of Dissemination and Use of Innovations in Adult Basic Education*. V. 2 of *Planning Innovation in Adult Basic Education*. New York: Columbia University Teachers College, Center for Adult Education, 1974.

Davis, Carolyn R. "CICE: A Question of Cost?" *Educational Researcher*, V. 3, No. 4 (April 1974), pp. 18-19.

DeMott, Benajmin. " 'Adult Ed'--The Ultimate Goal." *Saturday Review*. (September 20, 1975), pp. 27-29.

DeRolf, John J. "The Open University - Tomorrow's Higher Education." *Adult Leadership*, V. 20, No. 9 (March 1972), pp. 329-330, 343.

Development Associates, Inc. *Handbook for the Evaluation of Career Education Programs (Draft)*. Washington, D.C.: Development Associates, Inc., August 15, 1974.

DeWitt, Laurence; Clark, Louis; and Ward, Dwayne. "A Quantitative Analysis of Adult Part-Time Learners." Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, June 1975.

Douglah, Mohammed. "Some Perspectives on the Phenomenon of Participation." *Adult Education*, V. 20, No. 2 (Winter 1970), pp. 88-98.

Eide, Kjell. "The Organization and Financing of Post-Work Education." *Permanent Education.* Strasbourg: Council of Europe, 1970.

Eyster, George W. and Hayes, Anne. *Adoption of ABE Innovation Model: A Position Paper on a Center for Resource Utilization in Adult Education.* Issue 10. Morehead, Ky.: Morehead State University, Appalachian Adult Education Center, 1972.

Farmer, J.A., Jr. "Impact of Lifelong Learning on the Professionalization of Adult Education." *Journal of Research and Development Education,* V. 7 (Summer 1974), pp. 57-67.

Forest, Laverne B. and Flitter, Michael. "Content Analysis: A Method for Research and Evaluation in Adult Education." Unpublished paper presented at the 1975 Adult Education Research Conference, St. Louis, Mo., April 18, 1975.

Future of Adult Education and Learning Project. "Inventing the Future of Adult Education in Colorado." Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, June 1975.

Future of Adult Education and Learning Project. "Langley Park: A Community in Search of Itself." Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, June 1975.

Gage, Gene G. "The Nordic Example." *Saturday Review* (September 20, 1975), pp. 19-21.

Gagney, T.P. "Educational Change and Human Values: Some Observations and the Questions They Raise." *Adult Leadership,* V. 22, No. 3 (September 1973), pp. 86-88, and 121-124.

Gartner, Alan; Greer, Colin; and Riessman, Frank, eds. *After Deschooling, What?* Ivan Illich; and others. New York: Harper and Row, 1973.

General Electric Company. *Analysis of Seven Special Projects in Adult Basic Education.* Washington, D.C.: General Electric Company, TEMPO Center for Advanced Studies, November 1969.

Gilbert, Michael D. "An Inventory of Non-Formal Education Programs and Methods at the Post-Secondary Education Level." Mimeographed draft. September 1974.

Godbey, Gordon C. "After All, What Is Adult Education?" *Adult Leadership,* V. 15, No. 5 (November 1966), pp. 165 and 186.

Greenleigh Associates, Inc. *Inventory of Federally Supported Adult Education Programs. Report to the President's National Advisory Committee on Adult Basic Education.* New York: Greenleigh Associates, January 1968.

Griffith, William S; Cunningham, Phyllis M.; Cookson, Peter S.; and Washtien, Joseph L. *Public Policy in Financing Basic Education for Adults: An Investigation of the Cost-Benefit Relationships in Adult Basic Education in Public Schools and Community Colleges.* 3V. Chicago: University of Chicago Department of Education, May 1974.

Harris, Norman C. *Updating Occupational Education.* New Directions for Community Colleges, No. 4 (Winter 1973). San Francisco: Jossey-Bass Inc., 1973.

Harris, Richard Lee. "An Analysis of the Relationship of Age and Occupation to Adult Participation in the Continuing Education Program of a Rural Community College." Unpublished dissertation. Washington State University, 1972.

Hartman, Robert W. *Higher Education Subsidies: An Analysis of Selected Programs in Current Legislation.* Reprint 247. Washington, D.C.: Brookings Institution, 1972.

Hechinger, Fred M. "Education's 'New Majority.' " *Saturday Review* (September 20, 1975), pp. 14-18.

Hesburgh, Theodore M.; Miller, Paul A.; and Wharton, Clifton R., Jr. *Patterns for Lifelong Learning.* San Francisco: Jossey-Bass Publishers, 1973.

Hicks, John. "Lifelong Education." *Adult Education* (Great Britain), V. 46, No. 4 (November 1973), pp. 260-263.

Hiemstra, Roger P. "Continuing Education for the Aged: A Survey of Needs and Interests of Older People." *Adult Education,* V. 22, No. 2 (Winter 1972), pp. 100-109.

Houle, Cyril O. *The Design of Education.* San Francisco: Jossey-Bass Publishers, Inc., 1973.

Hutchins, Robert M. *The Learning Society*. New York: Frederick A. Praeger, 1968.

Jencks, Christopher and Riesman, David. *The Academic Revolution*. Garden City, N.Y.: Doubleday Anchor Books, 1968.

Jessup, F.W. *Lifelong Learning: A Symposium on Continuing Education*. Oxford: Pergamon Press, 1969.

Johansen, Bruce. "Degrees Without Jobs: Anxiety on One Campus." *Washington Post Editorial*, May 18, 1975.

Johnson, Gary P. "Economics and the Formation of Educational Policy." *Planning and Changing: A Journal for School Administrators*, V. 7, No. 4 (Winter 1974), pp. 237-240.

Johnson, Sigfred Carl. "A Proposed Organization, Integration and Activation of Potential Resources for an Adult Education Program Equivalent to High School Completion." Unpublished Dissertation. University of Wyoming, 1973.

Johnstone, John, W.C. and Rivera, Ramon J. *Volunteers for Learning*. Chicago: Adline Publishing Company, 1965.

Inannaccone, Laurence. "State Education Departments: Their Policy Role in Administering Federal Programs." *New York University Education Quarterly*, pp. 13-17.

Illich, Ivan. *Deschooling Society*. New York: Harper & Row, 1970.

Kent, William P.; and others. *Final Report: A Longitudinal Evaluation of the Adult Basic Education Program*. Falls Church, Va.: System Development Corporation, November 1973.

Kent, William P.; and others. *Job-Related Adult Basic Education*. V. I: *Summary and Recommendations*. Falls Church, Va.: System Development Corporation, February 1971.

King, Gordon A. and Regan, Timothy F. *System for Inter-Agency Coordination in Adult Education*. Washington, D.C.: ESC, November 1969.

Knowles, Malcolm. *The Adult Learner: A Neglected Species*. Madison, Wis.: American Society for Training and Development, April 1973.

Knowles, Malcolm. "Androgogy, Not Pedagogy!" *Adult Leadership*, V. 16, No. 10 (April 1968), pp. 350-386.

Knowles, Malcolm. "Issues in Adult Learning Psychology." *Adult Leadership*, V. 22, No. 9 (March 1974), pp. 300-316.

Knowles, Malcolm. *The Modern Practice of Adult Education: Andragogy Versus Pedagogy*. New York: Association Press, 1973.

Knox, Alan B. "The ERIC Clearinghouse." *The NUEA Spectator*. (March 1975), pp. 17-20.

Knox, Alan B. "Higher Education and Lifelong Learning." *Journal of Research and Development in Education*, V. 7, No. 4 (Summer 1974), pp. 13-23.

Kreitlow, Burton W. *Educating the Adult Educator: Part 2 Taxonomy of Needed Research*. Theoretical Paper No. 13. Madison, Wisconsin: Research and Development Center, University of Wisconsin-Madison, May 1968.

Kreitlow, Burton W. "Federal Support to Adult Education: Boon or Boondoggle?" *Adult Education*, V. 25, No. 4 (Summer 1975), pp. 231-37.

LaNoue, George R., ed. *Educational Vouchers: Concepts and Controversies*. New York: Columbia University Teachers College Press, 1972.

Levin, Melvin R. and Slavet, Joseph S. *Continuing Education*. Lexington, Mass.: Heath Lexington Books, 1970.

Liveright, A.A. "Adult Education - For What? The Crucial Need for a Philosophy and Sense of Direction." *Adult Leadership* (December 1968), pp. 271-272, 295-300.

Long, Huey B. "Lifelong Learning: Pressures for Acceptance." *Journal of Research and Development in Education*, V. 7, No. 4 (Summer 1974), pp. 2-11.

McClellan, James E. "Policy, Educational." Lee C. Deighton, ed., *The Encyclopedia of Education*, V. 7. New York: Macmillan Company and the Free Press, 1971, pp. 168-181.

McClellan, James E. *Towards an Effective Critique of American Education.* Philadelphia: J.P. Lippincott Company, 1968.

McClusky, Howard Y. "The Coming of Age and Lifelong Learning." *Journal of Research and Development in Education,* V. 7, No. 4 (Summer 1974), pp. 97-107.

Maeroff, Gene I. "From Mel Brooks to 'Medicine '75.' " *Saturday Review* (September 20, 1975), pp. 24-26.

Management Technology Inc. *A Comprehensive Plan for Solution of the Functionally Illiterate Problem: A Report on the Present, A Plan for the Future.* Washington, D.C.: Management Technology Inc., March 1968.

Marien, Michael. "The Basic, Long-Term Multifold Trend in Education." *The Futurist* (December 1970), pp. 220-223.

Marker, Gerald; Mehlinger, Howard D. *Report of the Social Studies Field Agency Training Program.* 2v. Washington, D.C.: DHEW, USOE, Educational Personnel Development and Communications Branch, October 1972.

Martinez, Linda K. "Adult Education: A Key to Aiding the Mexican Americans." *Education,* V. 94, No. 2 (November-December 1972), pp. 120-121.

Mathieson, David, "Certification and Accreditation in Adult Basic Education: Some Policy Considerations." Mimeographed draft. Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, March 1974.

Mayer, Leon A. "Developing Policies for Adult Education." *Adult Leadership,* V. 20, No. 9 (March 1972), pp. 324 and 344.

Mead, Margaret. "A Redefinition of Education." *NEA Journal* (October 1959).

Meadow, Charles T. *The Analysis of Information Systems.* Los Angeles, Ca.: Melville Publishing Company, 1973.

Mezirow, Jack. *Innovations Inventory in Adult Education.* [Preliminary report.] Washington, D.C.: Improved Practices Workshop, May 15 to 17, 1974.

Mezirow, Jack and Irish, Gladys. *Priorities and Experimentation and Development in Adult Basic Education.* V. 1 of *Planning and Innovation in Adult Basic Education.* New York: Columbia University Teachers College, Center for Adult Education, 1974.

Mezirow, Jack; and others. *Analysis and Interpretation of ABE Experience in the Inner City: Toward a Theory of Practice in the Public Schools. Selected Action Implications for Urban ABE Directors.* New York: Columbia University Center for Adult Education, 1971.

Mezirow, Jack; Darkenwald, Gordon; and Beder, Harold. *An Evaluation of Adult Basic Education in the State of Iowa. A Perspectives Discrepancy Assessment, 1974-1975.* V. 1: *Findings.* New York: Columbia University Center for Adult Education, 1975.

Michael, Donald N. *The Unprepared Society: Financing for a Precarious Future.* New York: Basic Books, Inc., 1968.

Miller, Steven I. "Review Essay: Educational Policymaking as a Field of Study." *Educational Studies,* V. 4, No. 2 (Summer 1973), pp. 57-60.

Minzey, Jack O. and Letarte, Clyde. *Community Education: From Program to Process.* Midland, Mich.: Pendell, 1972.

Mitchell, Nicholas "Six Years of Adult Basic Education Legislative Activity." *Adult Leadership,* V. 17, No. 5 (November 1968), pp. 209-210, 255.

Moore, Allen B. *Career Education: The Role of Adult Education.* Columbus, Ohio: Ohio State University Center for Vocational and Technical Education, 1973.

Moore, Allen B. *Noncognitive Attributes of Participants and Nonparticipants in Selected Adult Basic Education Programs.* Raleigh: North Carolina State University, 1970.

Mulligan, Kathryn L. *A Question of Opportunity: Women and Continuing Education.* Washington, D.C.: National Advisory Council on Extension and Continuing Education, March 1973.

Mushkin, Selma J. "Resource Requirements and Educational Obsolescence." in E.A. Robinson and J.E. Vaizey, eds., *The Economics of Education.* New York: St. Martin's Press, 1966.

Nadler, Leonard. "Adult Education." Lee C. Deighton, ed., *The Encyclopedia of Education,* V. 8. New York: MacMillan Company and the Free Press, 1971, pp. 479-488.

National Planning Association. *The Implications of Social and Economic Changes for Educational Policy in the Next Two Decades--A Pilot Study.* Washington, D.C.: National Planning Association, 1968.

Nelson, Fred A. "Has the Time Gone for an External Degree?" *Journal of Higher Education,* V. 45, No. 3 (March 1974), pp. 174-183.

Nesser, John, and Bujold, Fred. "Adult Education in 1993." *Adult Leadership,* V. 22, No. 7 (January 1974), pp. 239-240.

New York State University. "Continuing Education and the Public Responsibility." Albany, N.Y.: New York State University, 1960.

Newman, Frank; and others. *National Policy and Higher Education: Report of a Special Task Force to the Secretary of Health, Education and Welfare.* Cambridge, Mass.: MIT Press, 1973.

North American Rockwell Information Systems Company. *MDTA Basic Education Study: Final Report.* Arlington, Va.: North American Rockwell Information Systems Company, April 2, 1973.

Northcutt, Norvell; and others. "Adult Functional Competency: A Summary." Adult Performance Level Project. Austin, Texas: University of Texas, March 1975.

Northcutt, Norvell. "Adult Performance Level Study: Summary of Functional Literacy Survey Results." Austin, Texas: University of Texas at Austin, Industrial and Business Training Bureau, Division of Extension, September 10, 1974.

Northcutt, Norvell, Director. "Functional Literacy for Adults: A Status Report of the Adult Performance Level Study." Austin, Texas: University of Texas at Austin, n.d.

Olien, C. N.: Tichenor, P.J.; and Donohue, G.A. "A Social Systems Approach to Evaluation Research." Paper presented to the Adult Education Research Conference, St. Louis, April 1975.

Opinion Research Corporation. Computer Print Out for the Texas Adult Performance Level project, University of Texas, Austin. Princeton, N.J.: Opinion Research Corporation, November 1974.

O'Shea, Michael J.; MacGregor, James B.; and Roberts, John. "A New Perspective of Adult Education in the U.S. Armed Forces." *Adult Leadership* (November 1974), pp. 151-152.

O'Toole, James. "The Reserve Army of the Underemployed. II. The Role of Education." *Change*, V. 7, No. 5 (June 1975), pp. 26-33, 60-63.

O'Toole, James. "Too Much Education for the Job." *Washington Post Editorial*, May 18, 1975.

Penfield, Kathleen R. "Educational Opportunity and the Adult Secondary Population." Mimeographed draft. New Brunswick, N.J.: Adult Education Research Project, Rutgers University Graduate School of Education, 1974.

Petersen, Gene B.; and others. *Basic Education Services in Manpower Training Programs*. Springfield, Va.: National Technical Information Service, U.S. Department of Commerce, September 1972.

Psacharopoulos, George and Hinchiffe, Keith. *Returns to Education: An International Comparison*. San Francisco: Jossey-Bass Publishers, 1973.

Robinson, John P.; Athanasiou, Robert; and Head, Kendra B. *Measures of Occupational Attitudes and Occupational Characteristics*. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, February 1969.

Robinson, Russell D. "University Roles in Adult Education." *Adult Leadership*, V. 15, No. 2 (June 1966), pp. 34-36, 50.

Ross, George L. "Alphabet Soup Never Tasted So Good." *Community and Junior College Journal*, V. 45, No. 2 (October 1974), pp. 9-11.

Russell, Ken and Sumner, Jack. "An Adult Education Delivery System: The Iowa Model." *Adult Leadership*, V. 23, No. 4 (May 1975), pp. 339-40, 344.

Ryan, T.A. *Career Education in Corrections: A National Program of Training and Design*. Honolulu, Hawaii: University of Hawaii, July 1975.

Saeki, Iwao Austin. "Conference on Adult Education" *Convergence*, No. 2-6 (1972), pp. 36-38.

Scates, Alice Yeoman. "Achieving Purposeful Living Through Adult Education." In Brown, Francis J., *Educational Sociology*. New York: Prentice-Hall, Inc., 1954, pp. 584-607.

Shane, Harold J. "Future-Planning as a Means of Shaping Educational Change." Robert M. McClure, ed., *The Curriculum: Retrospect and Prospect.* Part 1: *70th Yearbook of the National Society for the Study of Education.* Chicago, Ill.: University of Chicago Press, 1971, pp. 185-218.

Smith, William M., Jr. "Family Communication: Can Educators Help?" Paper presented to the Adult Education Association of the U.S.A., Home and Family Life Section, Philadelphia, Pa., November 18, 1967.

Sneed, Joseph T. "Continuing Education in the Professions." *Journal of Higher Education,* V. 43, No. 3 (March 1972), pp. 223-238.

Snyder, Robert E. *Recruitment in Adult Basic Education: Research to Practice Series.* Tallahassee, Fla.: Florida State University Department of Adult Education, Research Information Processing Center, 1971.

Spalding, Seth. "The Relevance of Federal Programs to the Purpose of the Institution." *The Educational Record,* V. 47, No. 2 (Spring 1966), pp. 138-147.

Stanford Research Institute. "Issue Alert: Potential Convergence of Educational Institutions and the Private Sector in the Educational Process." July 1973.

Stein, Bruno and Miller, S.M. *Incentives and Planning in Social Policy.* Chicago: Aldine Publishing Company, 1973.

Sticht, Thomas G.; and others. *HumRRO's Literacy Research for the U.S. Army: Developing Functional Literacy Training.* December 1973. Alexandria, Va.: Human Resources Research Organization, December 1973.

Striner, Herbert E. *Continuing Education as a National Capital Investment.* Washington, D.C. W.E. Upjohn Institute for Employment Research, March 1972.

Syracuse University Research Corporation. *School Behind Bars--A Descriptive Overview of Correctional Education in the American Prison System.* New York: Syracuse University Research Corporation and New York Policy Institute, June 1973.

Teledyne Brown Engineering. *Adult Basic Education Research Dissemination Program.* Huntesville, Ala.: Teledyne Brown Engineering, August 1971.

Thorson, James A. "Variations in Attitude Toward Aging as a Function of Educational Level." Paper presented to the Adult Education Research Conference, St. Louis, Missouri, April 17, 1975.

Ulmer, Curtis. "Remediation as a Lifelong Learning Activity." *Journal of Research and Development in Education,* V. 7, No. 4 (Summer 1974), pp. 45-56.

Vaughn, Betty Jane. *Directory of Adult Education Organizations.* Syracuse, N.Y.: Syracuse University Library of Continuing Education, January 1970.

Wagschal, Harry. "Review Essay: Innovation in Education." *Educational Studies,* V. 3, No. 3 (Fall 1972), pp. 141-144.

Weatherman, Richard, and Dobbert, Daniel. "A Field Centered Competency Based Education Model." Paper presented to the Adult Education Research Conference, St. Louis, Missouri, April 16-18, 1975. St. Paul, Minn.: University of Minnesota, Department of Educational Administration, 1975.

Weiler, Daniel. "The Dissemination of Educational R&D Products: Research and Policy Issues for the Federal Government." Santa Monica, Ca.: Rand Corporation, March 1973.

Wentworth, Eric. "Protecting the Consumers of Education." *Washington Post,* April 3, 1975.

Wentworth, Eric. "Graduates Finding Jobs Scarce in Many Fields." *Washington Post,* May 17, 1975.

White, Peter B. "Communication Technology and Education Issues for Policy and Planning." Mimeographed draft. Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, July 1974.

Wiles, David K. "Politics and Planning: A Rationale for Synthesis in Educational Administration." *Educational Administration Quarterly,* V. 10, No. 1 (Winter 1974), pp. 44-59.

Williams, Charles and Musberg, Charlotte. "Anticipating Educational Issues Over the Next Two Decades: An Overview of Trends Analysis." Palo Alto, Ca.: Stanford Research Institute, December 1972.

Wynn, G. Richard. "Preliminary Report: Higher Education Price Indicators." Mimeographed draft, November 19, 1973.

Xerox Corporation. *Federally-Funded ABE Programs*. New York: XEROX, 1967.

Youn, Ted I.K. "A Review and Analysis of Major Recurrent Education Proposals and Related Public Policy Issues." Mimeographed draft. Washington, D.C.: Manpower Institute, February 1974.

Ziegler, Warren. "Draft Amendments to the A ult Education Act of 1966 and a Draft Proposal for New Legislation." Mimeographed draft. Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, January 1973.

Ziegler, Warren. "On Civic Literacy." Mimeographed draft. Syracuse, N.Y.: Syracuse University Res earcn Corporation, Educational Policy Research Center, July 1974.

Ziegler, Warren. "Towards a Perspective on the Future of Adult Education in the United States; Work in Progress." Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, October 1973.

SECTION II B.

EXPERT OPINION: BOOK REVIEWS

Atwood, H. Mason. "Book Reviews," of Frances Coombs Thomson. *The New York Times Guide to Continuing Education in America. Adult Leadership* (January 1974), p. 247.

Clegg, Densil O. "Book Review," of Herbert Striner, *Continuing Education as a National Capital Investment. Adult Education* (Winter 1974), pp. 154-155.

Duke, Christopher. "Book Reviews," of Samuel B. Gould, *Diversity by Design. Adult Education*, V. 24, No. 3 (1974), pp. 244-248.

Fisher, Delbert W. and others. "Book Reviews," of Theodore M. Hesburgh, Paul A. Miller, and Clifton R. Wharton, Jr., *Patterns for Lifelong Learning. Adult Leadership* (April 1974), pp. 346-47.

Frank, Harry E. "Book Reviews," of Lester Markel, *What You Don't Know Can Hurt You. Adult Leadership* (February 1973), pp. 274-75.

Gould, Samuel B.; and others. "Special Review" of Carnegie Commission on Higher Education, *The Capitol and the Campus: State Responsibility for Postsecondary Education. Journal of Higher Education*, V. 43, No. 2 (February 1972).

Knowles, Malcolm S. "Book Reviews," of the Commission on Non-Traditional Study, *Diversity by Design;* and Cyril O. Houle, *The External Degree. Journal of Higher Education*, V. 45, No.3 (March 1974), pp. 229-231.

London, Jack; and others. "Book Reviews," of Malcolm S. Knowles, *The Modern Practice of Adult Education: Andragogy versus Pedagogy. Adult Education*, V. 24, No. 1 (Fall 1973), pp. 60-77.

Miller, Paul A. "Book Reviews," of Cyril O. Houle, *The Design of Education. Adult Education*, V. 23, No. 4 (1973), pp. 304-309.

Nadler, Leonard. "Sources," review of Samuel M. Burt and Leon M. Lessinger, *Volunteer Industry Involvement in Public Education. Adult Leadership*, V. 20, No. 3 (September 1971), p. 107.

Pelton, Arthur E. "Book Reviews," of Cyril O. Houle, *Notes and Essays on Education for Adults: Residential Continuing Education. Adult Leadership*, V. 21, No. 4 (October 1972), p. 141.

Review of *Adult Basic Education Programs in Rural Areas;* and Mark H. Bossman, *A Model to Recruit Functionally Illiterate Adults into Adult Basic Education Programs in Massachusetts. Adult Education*, V. 24, No. 2 (Winter 1974) pp. 160-161.

Review of Warren G. Bennis and Patricia Ward Biederman, *The Leaning Ivory Tower. Choice,* V. 10 (October 1973), p. 1255.

Review of David S. Bushnell. *Organizing for Change: New Priorities for Community Colleges. Choice,* V. 10 (July/August 1973), p. 824.

Review of Merritt M. Chambers. *The Colleges and the Courts: The Developing Law of the Student and the College. Choice,* V. 10 (July/August 1973), p. 824.

Review of Paulo Freire, *Education for Critical Consciousness. Choice,* V. 10 (December 1973), p. 1604.

Review of Donald J. McCarthy; and others, *New Perspectives on Teacher Education. Choice,* V. 10 (December 1973), p. 1605.

Review of James A. Mecklenburger and Richard W. Hostrop, compils., *Education Vouchers: From Theory to Alum Rock. Choice,* V. 10 (May 1973), p. 508.

Review of National Center for Education Statistics, *Terminology About Adult Continuing Education: A Preliminary Structure and a Suggested Development Process. Adult Education,* V. 24, No. 1 (Fall 1973), pp. 78-79.

Review of George Psacharopoulos and Keith Hinchiffe, *Returns to Education: An International Comparison. Choice,* V. 10 (September 1973), p. 1048.

Review of Dyckman W. Vermilye, ed., *The Expanded Campus: Current Issues in Higher Education. Choice,* V. 10 (July/August 1973), p. 827.

Smith, Robert M. "Book Reviews," of Malcolm Knowles, *The Adult Learner: A Neglected Species. Adult Leadership* (March 1974), p. 310.

Stein, Leonard. "Book Reviews," of Frances Coombs Thomson, ed., *The New York Times Guide to Continuing Education in America. Adult Education,* V. 23, No. 3 (Spring 1973), pp. 243-245.

Stubblefield, Harold W. "Book Reviews," of David B. Rauch, *Priorities in Adult Education. Adult Leadership*, V. 21 No. 9 (March 1973), p. 301.

Thornton, James E. "Book Reviews," of Jennifer Rogers, *Adults Learning. Adult Leadership* (January 1973), pp. 243-44.

Young, D. Parker. "Book Reviews," of John S. Brubacher, *The Law and Higher Education: A Casebook. Journal of Higher Education*, V. 43, No. 2 (February 1972), pp. 163-64.

SECTION III.

INTEREST GROUPS

Adult Education Association of the U.S.A. *Adult Education Association Directory.*

Adult Education Association of the U.S.A. "Common Concerns: The Position of the Adult Education Association of the U.S.A.," by Ernest E. McMahon, Drafting Committee Chairman. *Adult Education Journal,* V. 18, No. 3 (1968), pp. 197-213.

Adult Education Association of the U.S.A. *Continuing Education of Women.* Washington, D.C.: Adult Education Association, 1970.

Adult Education Association of the U.S.A. Martin, Tink. "Is 1973 the Year for the First Comprehensive Adult Education Act? Is 1973 the Year for Adult Education Revenue Sharing?" *Adult Leadership,* V. 21, No. 4 (October 1972), pp. 135-137. (This is a "working paper" for a meeting.)

Adult Education Association of the U.S.A. Wood, Charles B. "Washington View." *Adult Leadership,* V. 21, No. 3 (September 1972), pp. 111-112.

Adult Education Association of the U.S.A. *1973-74 Directory of Consultants for Planning Adult Learning Systems, Facilities and Environments.* Washington, D.C.: Adult Education Association, 1973.

American Academy of Arts and Sciences. *The Assembly on University Goals and Convernance.* Boston: American Academy of Arts and Sciences, January 1971.

American Association for Higher Education. Patterson, Lewis D. *1975 Consortium Directory.* Washington, D.C.: American Association for Higher Education, 1975.

American Association of Community and Junior Colleges. Masiko, Peter; and others. "Testimony on Vocational Education for the General Subcommittee on Education, Committee on Education and Labor, U.S. House of Representatives." Washington, D.C.: American Association of Community and Junior Colleges, August 1974.

American Association of Community and Junior Colleges and American Association of State Colleges and Universities. "The Serviceman's Opportunity College: A Network of Colleges and Universities." Washington, D.C.: AACJC, AASCU, 1974.

American Association of School Administrators. "1973 Resolutions." Arlington, Va.: AASA, 1973.

American Bar Association. American Correctional Association. National Association for Public Continuing and Adult Education. *Operation Backup--First Year Effort.* Washington, D.C.: Clearinghouse for Offender Literacy Programs, 1974.

American Bar Association. American Correctional Association. National Association for Public Continuing and Adult Education. "PACE: Programmed Activities for Correctional Education, Cook County Department of Corrections." Washington, D.C.: Clearinghouse for Offender Literacy Programs, n.d.

American Bar Association. American Correctional Association. National Association for Public Continuing and Adult Education. *Providing Basic Education for Manpower Program Clients: R & D Guideposts.* Correctional Educators Monograph Series, No. 2. Washington, D.C.: Clearinghouse for Offender Literacy Programs, August 1974.

American Bar Association. American Correctional Association. National Association for Public Continuing and Adult Education. *A Reading Needs Assessment Handbook for Correctional Educators.* Washington, D.C.: Clearinghouse for Offender Literacy Programs, 1974.

American Bar Association. American Correctional Association. National Association for Public Continuing and Adult Education. *A Reading Test Resource Handbook for Adult Basic Education.* Washington, D.C.: Clearinghouse for Offender Literacy Programs, May 1974.

American Bar Association. American Correctional Association. National Association for Public Continuing and Adult Education. "Reading: Where It's At--In Prison." Washington, D.C.: Clearinghouse for Offender Literacy Programs, n.d.

American Bar Association. American Correctional Association. National Association for Public Continuing and Adult Education. "Robert F. Kennedy Youth Center." *Reading Program Profiles in Correctional Institutions.* Washington, D.C.: Clearinghouse for Offender Literacy Programs, n.d.

American Council on Education. Bailey, Stephen K. *American Higher Education: Problems, Prospects and Proposals.* Washington, D.C.: American Council on Education Policy Analysis Service, November 1974.

American Council on Education. Committee on the Financing of Higher Education for Adult Students. *Financing Part-time Students: The New Majority in Postsecondary Education.* Washington, D.C.: American Council on Education, 1974.

American Federation of Teachers, AFL-CIO. Bhaerman, Bob. "Informational Background Paper on "Educare" Issues. Mimeographed draft. Washington, D.C.: American Federation of Teachers, 1974.

American Federation of Teachers, AFL-CIO. Shanker, Albert. Speech before the National Press Club, Washington, D.C., September 24, 1974.

American Management Associations. "The Continuing Education Unit," by John W. Enell. Paper presented to the Annual Naval Civilian Administrators Association Conference, Durham, N.H., May 27, 1975.

American Management Association. *Management Development Guide, July through December 1975.* New York: American Management Association, 1975.

Carnegie Commission on Higher Education. *A Digest and Index of Reports and Recommendations: December 1968-June 1972.* Berkeley Ca.: Carnegie Commission, 1972.

Carnegie Commission on Higher Education. *Less Time, More Options.* New York: McGraw-Hill, 1971.

Carnegie Commission on Higher Education. *Priorities For Action: Final Report of the Carnegie Commission on Higher Education.* New York: McGraw-Hill, 1973.

Carnegie Commission on Higher Education. *Quality and Equality: Revised Recommendations.* New York: McGraw-Hill, February 1972.

Carnegie Commission on Higher Education. *Toward a Learning Society: Alternative Channels to Life, Work, and Service.* New York: McGraw-Hill, 1973.

Chamber of Commerce of the United States. "Education Policies of the Chamber of Commerce of the United States." Washington, D.C.: Chamber of Commerce, 1971.

Commission on Non-Traditional Study. *Diversity by Design.* San Francisco, Ca.: Jossey-Bass, 1973.

Commission on Post-Secondary Education in Ontario. *The Learning Society.* Toronto: Ministry of Government Services, 1972.

National Advertising Review Board. *Advertising and Women: A Report on Advertising Portraying or Directed to Women.* New York: National Advertising Review Board, March 1975.

National Association of Public School Adult Educators. "What National Voices Say About Adult Education," in *The Case for Adult Education.* Washington, D.C.: NAPSAE, 1959.

National Association for Public Continuing and Adult Education. Samet, Margaret, ed. *Public Continuing and Adult Education 1973 Almanac.* Washington, D.C.: National Association for Public Continuing and Adult Education, 1973.

North Central Association. "Editorial Background Sheet on the North Central Association and the NCA Commission on Secondary Schools."

North Central Association. "Know Your North Central Association of Colleges and Secondary Schools." Chicago, Ill.: North Central Association, n.d.

North Central Association. Commission on Schools. "A Primer on NCA Accreditation for Schools: Its Rationale, Its Nature, Its Structure." Chicago, Ill.: North Central Association, n.d.

North Central Association of Colleges and Secondary Schools. *Annual Report 1972-1973, Commission on Institutions of Higher Education.* Chicago, Ill.: North Central Association, December 1973.

North Central Association of Colleges and Secondary Schools. "Policies and Standards for the Approval of Separately-Administered Adult High Schools, Revised for 1974-75," Chicago, Ill.: North Central Association, 1974.

Organization for Economic Co-Operation and Development (OECD). *Education and Distribution of Income.* Conference on Policies for Educational Growth, Paris, June 3 to 5, 1970. Paris: OECD, 1971.

OECD. *Educational Expansion in OECD Countries Since 1950.* Conference on Policies for Educational Growth, Paris, June 3 to 5, 1970. Paris: OECD, 1971.

OECD. *The Development of Educational Planning.* Conference on Policies for Educational Growth, Paris, June 3 to 5, 1970. Paris: OECD, 1971.

OECD. Centre for Educational Research and Innovation (CERI). *Recurrent Education in Norway.* Paris: OECD, July 1972.

OECD. CERI. *Recurrent Education in the Federal Republic of Germany.* Paris: OECD, October 1972.

OECD. CERI. *Recurrent Education in the State of New York,* by Peter F. Regan, Norman Solkoff, and Walter F. Stafford. Paris: OECD, July 1972.

OECD. CERI. *Recurrent Education in Yugoslavia.* Paris: OECD, November 1972.

OECD. CERI. *The Swedish View of Recurrent Education,* by Jarl Bengtsson. Paris: OECD, August 1972.

OECD. CERI. Manpower and Social Affairs Directorate. "The Swedish Trade Unions and Adult Education: A Report on Adult Education." International Conference on Continuing Training and Education During Working Life, Copenhagen, July 7 to 10, 1970. Supplementary Document No. 2. Paris: OECD, 1970.

UNESCO. *Learning to Be: The World of Education Today and Tomorrow.* Report to the International Commission on the Development of Education to the Director-General. Paris: UNESCO, 1972.

UNESCO. *Third International Conference on Adult Education: Final Report.* Tokyo, July 25 to August 7, 1972. Paris: UNESCO, 1972.

(NOTE: References containing congressional testimony offered by representatives of these interest groups are cited in Section IA-2.)

SECTION IV.

STATE PUBLICATIONS

California State Department of Education. Office of Program Planning and Development. Grimes, Don M. "A Summary of Phase I: Problem Identification of the California State Long Range Plan for Adult Education." Mimeographed draft. Sacramento, Ca.: California State Department of Education, May 1975.

California State Department of Education. Smith, William J.J. *Handbook on Adult Education in California.* Sacramento, Ca.: California State Department of Education, 1972.

DeGabriele, Gene. "The Coordination and Expansion of Adult Vocational Education Offerings in Certain California Target Areas." Mimeographed draft. March 3, 1975.

Education Commission of the States. *Legislation, Achievements and Problems in Education; A Survey of the States, 1972.* Denver, Colo.: ECS, May 1972.

Education Commission of the States. "National Assessment Achievements, Findings, Interpretations, and Uses." Report No 48. Denver, Colo.: ECS, June 1974.

Education Commission of the States. "National Assessment of Educational Progress: General Information Yearbook." Washington, D.C.: Government Printing Office, December 1974.

Education Commission of the States. "National Assessment of Educational Progress: Objectives for Career and Occupational Development." Denver, Colo: ECS, 1971.

Education Commission of the States. "Q & A about the National Assessment of Educational Progress." Denver, Colo.: ECS, n.d.

Education Commission of the States. Ross, Doris M. *1972 Legislation and Achievements: Special Programs.* Denver, Colo.: ECS, August 1973.

Education Commission of the States. Ross, Doris M. *1972 Legislation and Achievements: Governance and Administration.* Research Brief No. 10. Denver, Colo.: ECS, August 1973.

Education Commission of the States. Ross, Doris M. *1973 State Education Legislation and Activity: Curriculum, Instruction and Special Programs, A Survey of the States.* Denver, Colo.: ECS, May 1974.

New Jersey State Department of Education. "Adult and Continuing Education: A Report Presented by the Project Next Step Planning Team to Commissioner of Education and Division Heads. Stage I: Issue Identification." Trenton, N.J.: Department of Education, May 1973.

New York State Education Department. Study of Adult Education. Kurland, Norman D., Director. "Background Statement: Interim Report." Albany, N.Y.: New York State Education Department, November 25, 1974.

New York State Education Department. Study of Adult Education. Kurland, Norman D. "Financing Life-Long Learning: An Approach to an Age-Neutral Educational Entitlement." Albany, N.Y.: New York State Education Department, February 5, 1975.

New York State Education Department. Study of Adult Education. Kurland, Norman D. "Financing Lifelong Learning: Proposal for an Age-Neutral Educational Entitlement Program." Albany, N.Y.: New York State Education Department, November 25, 1974.

Ohio Department of Education. *Building a Successful Adult Basic Education Program: The Director's Role.* Columbus, Ohio: Ohio Department of Education, 1973.

Ohio Department of Education. *Educational Opportunities through Federal Assistance Programs, Fiscal 1973.* Columbus, Ohio.: Ohio Department of Education, n.d.

Salner, Marcia. "Alternative Postsecondary Education in California An Inventory of Information about Existing Services." Mimeographed draft, n.d.

Southern Regional Education Board. *Developing Systems to Spread Innovations in Adult Basic Education: A First-Year Report.* Region IV Adult Basic Education Staff Development Project. Atlanta, Ga.: Southern Regional Education Board, August 1973.

Southern Regional Education Board. *Revitalizing Adult Basic Education.* Atlanta: SREB, December 1972.

SECTION V-A.

GENERAL LITERATURE: BIBLIOGRAPHIES

Adult Basic Education: A Bibliography of Materials. Lansing, Mich.: Michigan Department of Education, 1969.

Annotated Bibliography of Adult Basic Education and Related Library Materials. Austin, Tex.: University of Texas, Extension Teaching and Field Service Bureau, September 1972.

Annotated Bibliography on Professional Education of Teachers. Washington, D.C.: Association for Student Teaching, 1968.

Astin, Helen S.; Suniewick, Nancy; and Dweck, Susan. *Women: A Bibliography on Their Education and Careers.* New York: Behavioral Publications, 1974.

Barabas, Jean, compil. *The Assessment of Minority Groups: An Annotated Bibliography.* New York: ERIC Clearinghouse on the Urban Disadvantaged, August 1973.

Berdahl, Robert O. and Altomare, George. *Comparative Higher Education: Sources of Information.* Occasional Paper No. 4. New York: International Council for Educational Development, September 1972.

Carlson, Robert A. *Educational Television in Its Cultural and Public Affairs Dimension: A Selected Literature Review of Public Television As an Issue in Adult Education.* Occasional Papers No. 39. Syracuse, N.Y.: ERIC Clearinghouse on Adult Education; Syracuse University Publications Program in Continuing Education, n.d.

Center for the Study of Public Policy. *Education Vouchers: Bibliography.* Cambridge, Mass.: Center for the Study of Public Policy., May 1974.

Ceurvels, Warren S., ed. *Career Education Bibliography. A Selected Listing of Abstracts from the National Multimedia Center for Basic Education.* Upper Montclair. Montclair State College, Adult Continuing Education Center, n.d.

College Entrance Examination Board. *A Brief Annotated Bibliography of Recent Publications: A Supplement to External Study for Post-Secondary Students.* New York: College Entrance Examination Board, August 1972.

Dobson, Catherine. *Education of Adults: A Bibliography.* Ann Arbor: Michigan University, University Libraries, 1973.

ERIC Clearinghouse on Adult Education. *Continuing Education in the Professions: Current Information Source, No. 24.* Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, 1969.

ERIC Clearinghouse on Adult Education. *Current Information Sources, No 27.* Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, March 1970.

ERIC Clearinghouse on Adult Education. *Recent Developments in Adult Education Research: An Indicative-type Review of the Literature.* Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, October 1973.

ERIC Clearinghouse on Higher Education. *Bibliography on Aspects of Non-Traditional Study in Higher Education.* Washington, D.C.: George Washington University, 1972.

ERIC Clearinghouse on Adult Education. *Residential Adult Education: Current Information Sources, No. 25.* Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, 1969.

Fletcher, M.A. *The Open University, The External Degrees, and Traditional Study: A Selected Annotated Bibliography.* Bryn Mawr, Pa.: American College of Life Underwriters, 1972.

Grabowski, Stanley M. "ERIC Continuing Education for Local Public Officials." *Adult Leadership,* V. 21, No. 1 (May 1972), pp. 30-31.

Grabowski, Stanley, M. *Research and Investigation in Adult Education: 1971 Annual Register.* Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, 1972.

Grabowski, Stanley, M. *Research and Investigation in Adult Education: 1972 Annual Register.* Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, 1973.

Grabowski, Stanley, M. "The Literature in Adult Education. A Review Report." Paper presented to the Commission of Professors of Adult Education, Adult Education Association of the U.S.A., Miami, Florida, November 3, 1974.

Grabowski, Stanley, M. and Mason, W. Dean, eds. *Education for the Aging.* Washington, D.C.: ERIC Clearinghouse on Adult Education and Education Resources Division Capitol Publications, Inc., [1974].

Houle, Cyril O. and Ford, D., Compils. "1972 Doctorates in Adult Education." *Adult Leadership,* V. 22 (June 1973), pp. 77-8.

Jacobs, H. Lee; Mason, W. Dean; and Kaufman, Earl. *Education for Aging: A Review of Recent Literature.* Syracuse, N.Y.: Clearinghouse on Adult Education and Adult Education Association, July 1970.

Kleis, Russell J. *Bibliography on Continuing Education.* East Lansing: Michigan State University, Office of Studies in Continuing Education, 1972.

Knowles, Asa and others. *Handbook of Cooperative Education.* San Francisco: Jossey-Bass Publishers, 1971.

Knowles, Eric S. *Explorations in Human Relations Training and Research. Part 2. A Bibliography of Research.* Washington, D.C.: NTL Institute for Applied Behavioral Science, 1967.

Kreitlow, Burton W. *Bibliography of Research in Adult Education and University Extension.* Madison, Wis.: University of Wisconsin, 1968.

Kreps, Juanita M. and Laws, Ralph. *Training and Retraining Older Workers: An Annotated Bibliography.* New York: National Council on the Aging, Inc., 1965.

Kulich, Jindra. *Adult Education in Continental Europe: An Annotated Bibliography of English Language Materials. 1945-1969.* (Reviewed by T. Kelly, *Adult Education,* V. 22, pp. 238-239.)

Kulich, Jindra, compil. *World Survey of Research in Comparative Adult Education: A Directory of Institutions and Personnel, 1972.* (Supplement, October 1972). Vancouver: British Columbia University Center for Continuing Education, October 1972.

Long, Huey B. *The Education of the Mentally Retarded Adult: A Selective Review of Recent Literature.* Washington, D.C.: Adult Education Association, April 1, 1973.

Mahler, W.A. *Non-Traditional Study: A Critical Review of the Literature.* Princeton: Educational Testing Service, 1973.

Mathiesc , David E. *Correspondence Study: A Summary Review of the Research and Development Literature.* Syracuse University, March 1971.

Mills, G.H. *Bibliography on Barriers to Effective Vocational-Occupational Education.* Denver: Education Commission of the States, 1972.

Nakamoto, June and Verner, Coolie. *Continuing Education in the Health Professions: A Review of the Literature--1960-1970.* Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, March 1973.

National Center for Educational Communication. Educational Reference Center. *Educational Finance: An ERIC Bibliography.* CCM Information Corporation, 1972.

National Multimedia Center for Adult Basic Education. *Adult Basic Education Bibliography.* Upper Montclair, N.J.: Montclair State College, July 31, 1970.

National Pilot Institute on the Education of the Aged. *National Pilot Institute on the Education of the Aged: A Selected Bibliography.* Exter, N.H.: 1967.

Niemi, John A. and Anderson, Darrell V. *Television: A Viable Channel for Educating Adults in Culturally Different Poverty Groups?--A Literature Review.* Syracuse, N.Y.: ERIC Clearinghouse on Adult Education, Syracuse University, April 1971.

Ohliger, John, and Rosenberg, Joel, compils. *Compulsory Adult Education.* Columbus: Ohio State University College of Education, January 1973.

Paulston, Rolland, ed. *Non-Formal Education: An Annotated International Bibliography.* New York: Praeger, 1972.

Research Studies in Education: A Subject and Author Index of Doctoral Dissertations Reports, Field Studies and a Research-Methods Bibliography. Itasca, Ill.: F.E. Peacock, Inc., 1970.

Savicky, I., compil. *European Selective Bibliography on Adult Education (1966-1971).* Bibliographic Series 6. Prague, Czechoslovakia: European Centre for Leisure and Education, 1973.

Shock, Nathan W. "Current Publications in Gerontology and Geriatrics," *Journal of Gerontology*, monthly. (Includes "education" category.)

Smith, R.M.; Aker, G.F.; and Kidd, J.R. *Handbook for Adult Education.* New York: Macmillan, 1970.

Stock, Garfield R. "ERIC: Training and Development of Staff in Adult Education." *Adult Leadership*, V. 21, No. 7 (January 1973), pp. 237, 244.

Thompson, Ernestine H. *Poverty: An Annotated Bibliography for Adult Basic Education Teachers.* Atlanta, Ga.: Southern Regional Education Board, May 1970.

Ulin, Jessie, compil. *Adult Education Staff Development Bibliography.* College Park, Md.: Conferences and Institutes Division, University of Maryland, June 1973.

UNESCO. *Annual Educational Bibliography of the International Bureau of Education*, 1969. Paris: UNESCO, 1970.

U.S. Department of Health, Education and Welfare (DHEW). Office of Education (USOE). *Adult Basic Education: A Bibliography from the Educational Materials Center,* by Lois B. Watt and Sidney E. Murphy. Washington, D.C.: Government Printing Office, September 1968.

DHEW. USOE. *Dropouts: Selected References.* Washington, D.C.: Government Printing Office, 1964.

U.S. Department of Labor. Employment Standards Administration. Women's Bureau. *A Guide to Sources of Data on Women and Women Workers for the United States and for Regions, States, and Local Areas.* Washington, D.C.: DOL, 1972.

Verner, Coolie; and others. *The Preparation of Adult Educators: A Selected Review of the Literature Produced in North America.* Washington, D.C.: Adult Education Association, September 1970.

Webster, Maureen, ed. and compil. *Educational Planning and Policy: An International Bibliography.* Syracuse, N.Y.: Syracuse University, Educational Policy Research Center, June 1969.

Whipple, James B. *Community Service and Continuing Education: Literature Review.* Syracuse, N.Y.: Syracuse University Publications in Continuing Education, 1970.